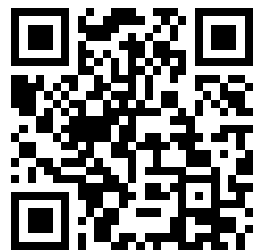
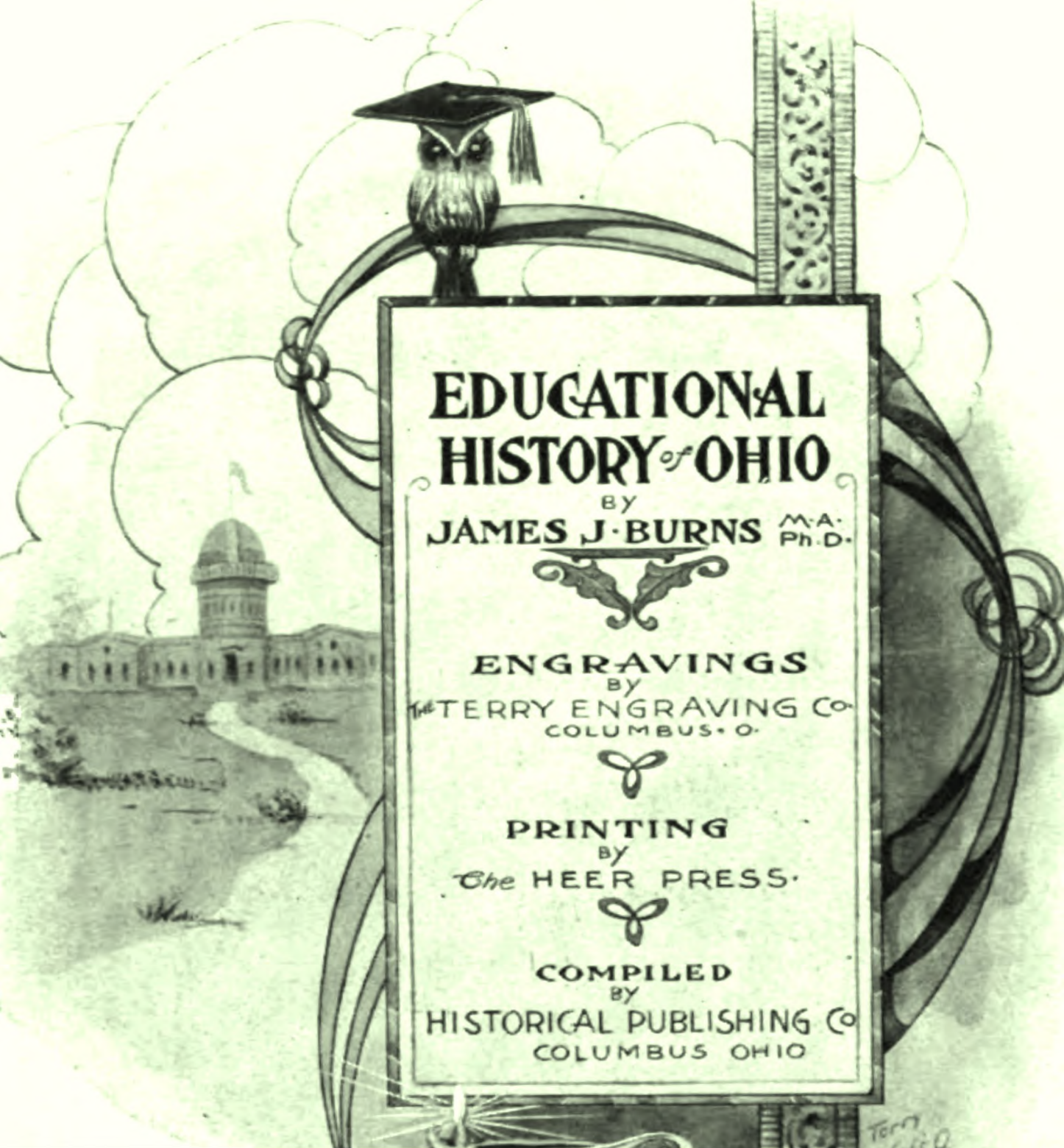

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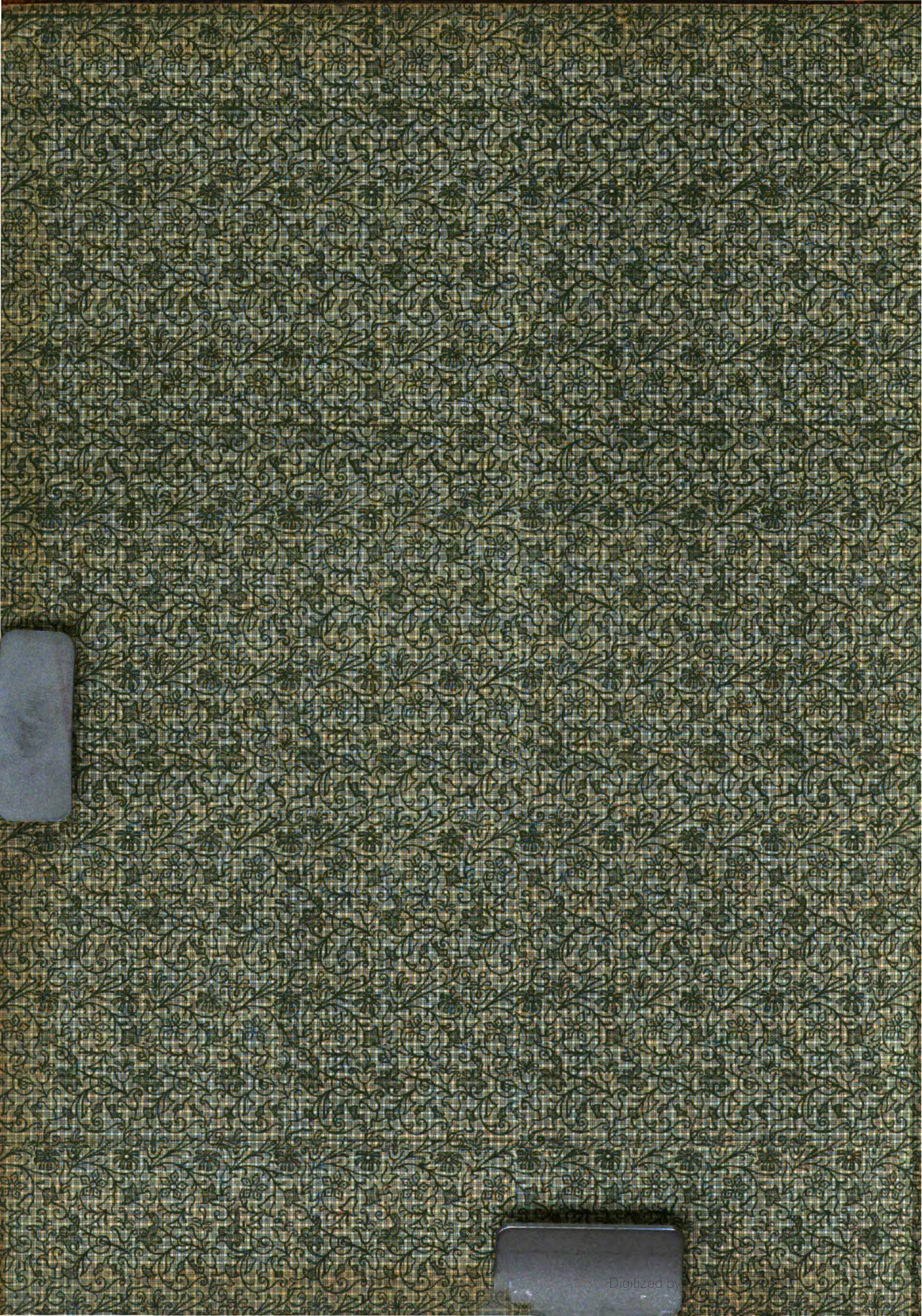
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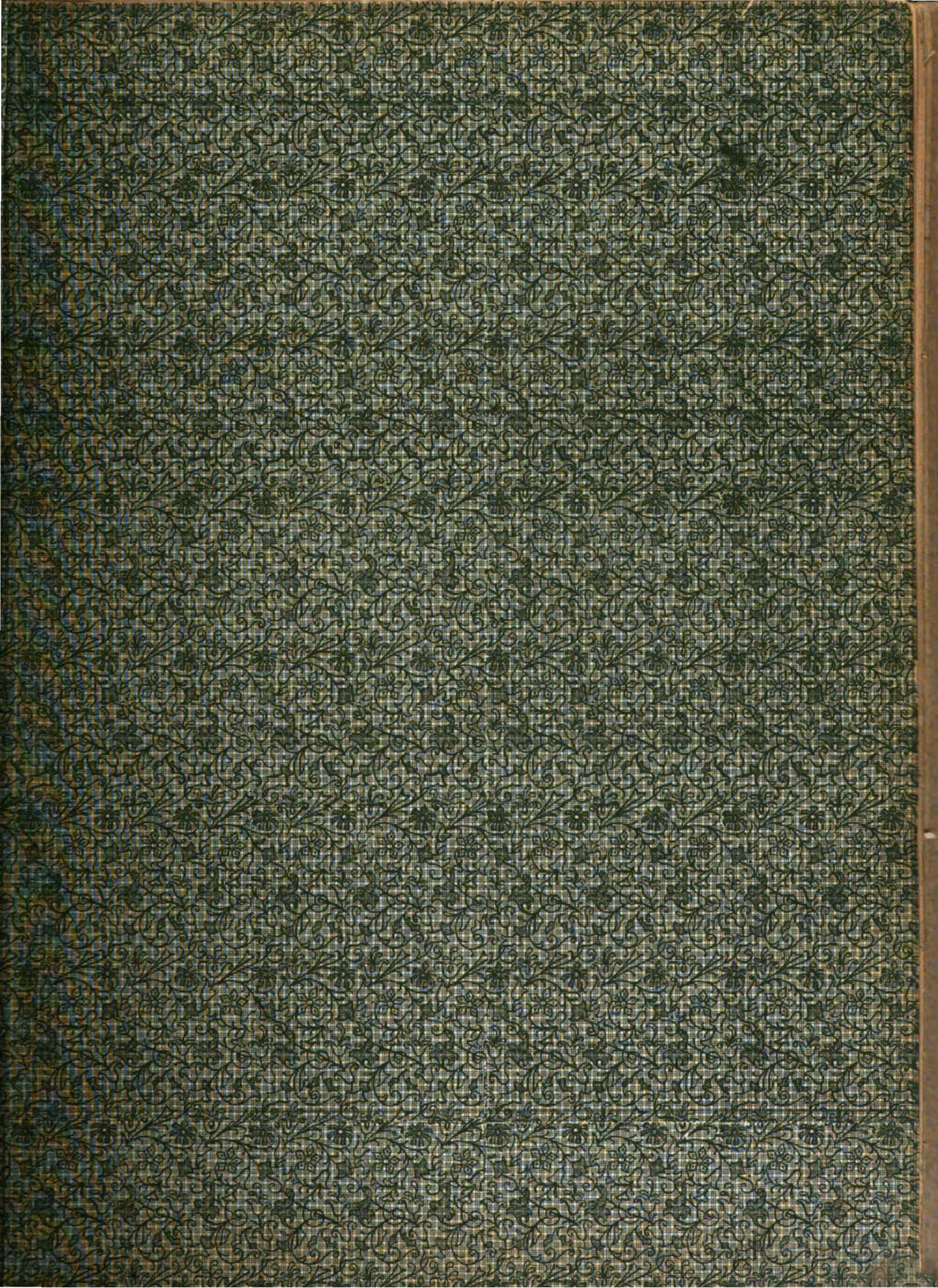




Educational history of Ohio

James Jesse Burns





1b

EDUCATIONAL HISTORY of OHIO

*A History of its Progress Since
the Formation of the State
Together with the Portraits
and Biographies of Past and
Present State Officials ■ ■ ■*

By

JAMES J. BURNS

HISTORICAL PUBLISHING CO.

COLUMBUS, OHIO

1905

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*To the Memory
of My Wife*

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PREFACE

WHAT this book contains, so far as the making of it was his, and what the writer's purpose was, had been written out with some degree of fulness when the reflection came that there would be a table of contents: and close upon that struggled the hope that the answer to the second question will appear to the reader who honors the book as a book loves to be honored by reading it.

The truth needs no affirmation that the work of educating a people is, by divine and human appointment, allotted to a series of agencies. One of the Humboldts said that whatever goes to make a man what he is, or to keep him from being what he is not, is part of his education. Then, the story of whatever has lent its aid to make a State what it is, or to prevent its being what it is not, is part of its educational history.

For a problem easy to ask, but not the prey of the arithmetician's pencil, determine what fraction of the result called education comes from home instruction, from the church and the Sunday-school; from the lecture platform, the political "stump," and the theater; from the playground and the workshop; from the club and the loafers' corner; from the public reading room and the shady end of the news counter; from the family newspaper in that holiest of clubs, around the fireside and the evening lamp; from the soiled volume in the old school library which unlocked the treasures of knowledge and culture for some humble pupil, so that, though his school days were over, his education, his spiritual building, continued.

Out of a longer list the writer chose the topics presented in the table, as nearest his purpose. It might be possible, for the day of miracles is not past, to write an educational history by harnessing all these subjects abreast; but the attempt would argue a degree of temerity higher than that of Phaethon, though it could not, like his, set things afire. The only way, and perhaps the best way, was to drive tandem. If occasionally the lines have crossed, will the reader not be pleased to skip the duplication, or kindly believe there is a purpose in it?

Sometimes the relation lingered into tediousness. The material was a multitude of items each in itself small and even insignificant to an eye not armed with the lens of interest, but in the mass they picture scenes and conditions passed, or passing, out of sight. May they revive pleasant memories in one

reader; comment upon the present to another; and for both, help to illustrate the great science of sciences, human nature.

The portion of the book for which I am responsible — let me speak for myself in concluding — is that announced in the "Contents." By agreement, the higher institutions of learning were not assigned to me, nor was the compiling or writing of local histories and sketches of actors in the living present.

My thanks are due to many who consciously or unconsciously helped me. This applies especially to the chapters of sketches concerning the lives of some of those who were spent in the service, and are not.

Dr. W. H. Venable, poet, historian, man — gave wise counsel, or the execution had been more devious than it is; though for the plan he is in nowise to blame.

State Librarian Galbreath and State School Commissioner Jones lent and sent some lacking material with such prompt courtesy that it was a pleasure to go a-begging. What some others have done is noticed in connection.

If my equipment, in view of the conditions under which the work was urged along, have proved inadequate to the ambitious task, and, in consequence, the result fail to win good opinions from my life-long friends, and also from readers whose estimate shall be strictly impersonal, I shall not expect to find an antidote for my discomfiture. Ten times truly it will not be a belief, real or feigned, that the grapes are sour.

JAMES J. BURNS.

St. Petersburg, Florida, February 25, 1905.

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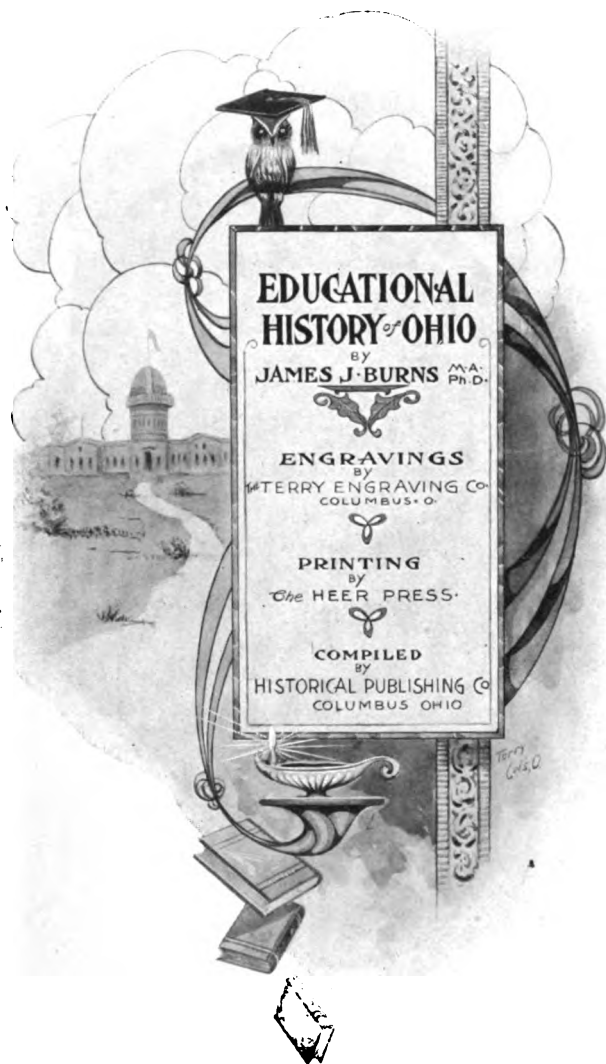
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CHAPTER I

INTRODUCTION

INTRODUCTION

THE most picturesque definition or rather description of Ohio, when it was proposed to make a State out of the eastern division of the territory north of the Ohio River, was given shape by the brilliant but erratic Randolph of Roanoke: A mere geographical diagram beyond the Ohio River, of vast deserts of woods inhabited by the Aborigines.

It is not our plan to try to imitate the inimitable Knickerbocker and go back to start our story at the beginning of creation, but it may, before it sets out in the direction of modern Ohio and the twentieth century, ask permission to think at least of a time when only the Aborigines hunted and fought, lived, loved, and died in this fair broad expanse of forest and prairie, when "the rank thistle nodded in the wind and the wild fox dug his hole unscared" by any white man's footfall.

But the scene changes and the paleface began not only to find his way to the Indian villages, but to scare off the game; and, at his own will, to take possession, to play the landlord; and it must have been one of the strangest of tales ever told into human ears, when an Indian learned that two great nations on the other side of the big water each claimed this his land for its own, and not only did they claim it but were killing each other to gain possession and an adverse right; that he, the child of the Great Spirit was not considered in this long dispute for jurisdiction; that away toward the rising sun and where the beautiful Ohio is born, a young Virginia officer gave a command to his little company of soldiers, their obeying which was the first shot in one of these bloody arguments between English and French,—a "young man" who should live to be the greatest, best, of all the white fathers, his name the symbol of integrity and patriotism over all the world during the coming centuries.

Neither is this tale for our telling. The writer of the Short History of the English People wrote its final sentence: The fall of Montcalm (1759) in the moment of his defeat completed the victory, and the submission of Canada (1763) put an end to the dream of a French empire in America. In breaking through the line with which France had striven to check the westward advance of the English colonists, Pitt had unconsciously changed the history of the world. His conquest of Canada, by removing the enemy, the dread of whom knit the colonists to the mother country, and by flinging open to their energies, in the days to come, the boundless plains of the West, laid the foundation of the United States." The eloquent historian conceives of this "foundation" as consisting of two broad buttments— independence of the thirteen colonies, and, altogether as essential, a fair chance for colonies to multiply upon the face of the continent.

The Indian already alluded to, would be pardoned, if he were a follower, in doctrine, of the eminent philosopher who taught that war is man's natural condition. He had seen the English and the colonists fighting against the French.

and adding to the British Empire this great Ohio valley; and long before the chins of infants born near the close of the war were "rough and razorable," he saw British soldiers and "embattled farmers" from Virginia in a struggle for this same territory on the sunset side of the Ohio. In the final adjustment between England and her revolted colonies — if "final" is not premature — the treaty line left the territory in the United States. It was no longer Indian or French or British, but American, using that word as of equal content with United States; but, as to the line, one point is somewhat in the dark, the reason why they did it. Was it the bold marching, the matchless hardihood, the shrewd strategy of the "Hannibal of the West," George Rogers Clarke, or was it diplomacy,—one of the great moments of history when the pen is mightier than the sword?

In Judge Law's Address before the Historical and Antiquarian Society of Vincennes, 1873, is the following: And what is yet more astonishing, is the fact, that a battle (the capture of Post Vincennes) which decided the fate of an empire, a campaign which added to our possessions a country more than equal in extent to the united kingdoms of England, Scotland, and Ireland, has scarcely even a page of our revolutionary annals devoted to its details, or making even honorable mention of the brave and gallant men who so nobly conducted it.

What was true as to the failure just noted did not continue true during the century. Mention most honorable has been made by historian, jurist, and novelist, and the story of that famous march is familiar to our ears as twice told tales.

Judge Cooley's Michigan, American Commonwealth Series, contains these passages: Thus by the invincible bravery of a single man * * * the Northwest was conquered and held for Virginia. The title of the State was doubtful before, but now with "nine points of the law" in her favor, she made practical assertion of her right. The possession had national consequences of the highest value. Elsewhere Clark's campaign is termed a conquest which the state had made complete and effectual by the organization of counties and the establishment of civil government.

Senator Lodge in his story of the American Revolution is positive that when the treaty of peace was made at Paris, the boundary of the United States went to the Lakes on the north, and to the Mississippi on the west, and that it did so "was due to Clark and his riflemen."

In Hinsdale's *The Old Northwest*, page 183, the writer, a man of logical mind and a student of untiring industry, affirms: It is not easy to tell what were the decisive arguments in this Western controversy. It is often said, and particularly by Western writers, that the issue turned mainly on the George Rogers Clark conquest. This view rests on tradition rather than on historical evidence, and I venture the opinion it is largely erroneous. * * Far more reliance was laid by the committees that prepared them (the reports on national boundaries) on the colonial charters than on Clark's great achievement.

That Clark did conduct a march seldom matched in the wars which history tells of, capturing the British force and justifying his promise to the governor of Virginia, whether or not it gained the Northwest for the United States, is a chapter of history beyond controversy. But the question of consequence was

not to rest. Doubtless these territories were, after the Revolution, within the jurisdiction of the general government, but whose property were they? Who could sell them and give deeds to purchasers? Who could donate a part with the wholesome purpose of getting buyers for the remainder? United States or Virginia? This great debate raged in Congress, in State Legislatures, in Courts, for we have the records to show it; it no doubt was fought over wherever free-men, or they who would be free, met:

"The blacksmith listened while the iron cooled,"—

all this, while the war was still dragging its slow length along, and while the thirteen colonies — "twelve," the historian of Maryland says, carried on the Revolution, with one ally, a principality, Maryland — were trying to find a formal bond of union, to adopt as a constitution the much abused Articles of Confederation; and the old battles along the Wabash were fought over again, and thrice they slew the slain. Some illustrations will be pardoned. They are good sentences and well pronounced.

In a case before the General Court of Virginia, cited in *The Old Northwest*, page 193, one of the judges said: In relation to the territory northwest of the Ohio River, it ought to be recollected that during the Revolutionary War, and before the cession, Virginia conquered the territory by her own troops, unaided by the other States of the Union; and formed the whole territory into the county of Illinois. It therefore seems to me, as the territory was not within the chartered limits of any other State, and as it undoubtedly belonged to the British Crown, this conquest would give Virginia an undoubted right to it.

This controversy respecting the western lands, for a long time darkened the prospects of the American nation. It retarded the ratification of the Articles of Confederation; it greatly augmented the difficulty and embarrassment experienced by Congress in carrying on the war; and it cheered the enemies of America, by revealing a source of contentious discord among the members of the Union, is the assertion of the learned Judge Salmon P. Chase.

The width of the difference of opinion upon the point at issue then and now may be illustrated by a few quotations:

After formulating the claims of the claimant states — Virginia and the rest, Judge Chase continues: In opposition to these various pretensions, the congress, as the common head of the United States, maintained its title to the western lands, upon the solid ground, that a vacant territory, wrested from the common enemy, by the united arms, and at the joint expense of all the states, ought of right to belong to congress in trust for the common use and benefit of the whole Union.

There would be no inconsistency apparent in another colony's admitting the validity of Virginia's claim and still standing out against going into a permanent union with her.

Maryland made the stoutest opposition to a union between states with immense outlying territories and states with none. Here is one brief paragraph quoted from her instructions to her delegates in the Continental Congress. It is found in *The Old Northwest*: Virginia by selling on the most moderate

terms a small proportion of the lands in question, would draw into her treasury vast sums of money; and in proportion to the sums arising from such sales would be enabled to lessen her taxes. Lands comparatively cheap, and taxes comparatively low, with the lands and taxes of an adjacent state, would quickly drain the state thus disadvantageously circumstanced of its most useful inhabitants; its wealth and its consequence in the scale of the confederated states would sink of course. A claim so injurious to more than one-half, if not to the whole of the United States, ought to be supported by the clearest evidence of the right. Yet what evidences of that right have been produced? What arguments in support either of the evidence or the right? None that we have heard of deserving a serious refutation.

It was soon in the air, to use a modern metaphor, that in some way or other the great extent of western lands would be transferred, after certain, or yet uncertain, reservations, to the general government. This popular voice was made more loud and clear by a resolution of congress in 1780. It contained a pledge that lands ceded in response to its recommendations should be disposed of for the common benefit of the United States; be settled and formed into distinct states with a suitable extent of territory; and become members of the federal union, with the same rights of sovereignty as the other states. Any state that had incurred expense in the acquisition and defence of the territory should be reimbursed and Congress should have full charge of the granting and settling of the ceded lands.

Connecticut and Virginia the following year offered concessions, with conditions it is true, to which Congress would not accede, but they showed the trend of things.

There was an instinctive sense, outside of Virginia, that the national existence of the United States was bound up with the jurisdiction over this Northwest territory; and Connecticut's share in the feeling was enough to balance her selfish interests. She even imperiled the latter by yielding to the decision. Connecticut simply made way intelligently, if somewhat regretfully, for the coming nationality. So records the historian Alexander Johnston in his Connecticut; while Chief Justice Chase, in summing up the great question, after relating that in September, 1786, her delegates ceded all the land, within her chartered limits, lying one hundred and twenty miles west of the western boundary of Pennsylvania, for the common use and benefit of the United States, Connecticut included, calls it "the last tardy and reluctant sacrifice of state pretensions to the common good."

Yorktown had given up her beleaguered army to the Americans and their allies; the ink was thoroughly dried wherein were traced the signatures to the treaty in which England acknowledged that the Declaration of Independence had been made good, before Virginia passed an act December 20, 1783, to authorize her delegates in Congress to convey to the United States all the right of the "Old Dominion" to the territory northwest of the river Ohio. The reason given for this "most marked instance of a large and generous self-denial," to use the phrase by which Senator Hoar in his Centennial Oration characterized the transaction, was the recommendation of Congress, 1780, that a liberal cession be

made for the common benefit. To this lofty exhortation Virginia, the next year, and two years before Washington in person aimed the first gun upon Yorktown, made favorable but guarded response. Congress in rejoinder denied the terms and stipulated others on which Virginia's cession would be accepted. These did not "come fully up" to the proposition Virginia had made, but approached so nearly that she decided to accept them, trusting that Congress, in justice to her, would urge upon other states which made large claims upon waste and uncultivated territory to go and do likewise.

The General Assembly proceeded to authorize her delegates in Congress — then present were Thomas Jefferson, Samuel Hardy, Arthur Lee, and James Monroe — "to convey, transfer, assign, and make over to the United States all right, title and claim, as well of soil as of jurisdiction, which this Commonwealth hath" to the territory under consideration, with certain conditions and reservations.

One of the reservations was of "good lands to be laid off between the rivers Scioto and Little Miami," these lands for bounties to Virginia troops "upon Continental establishment," if there should be a deficiency of good lands in the tract laid off to the south of the Ohio. In accordance with this act above referred to and quoted from, Virginia's vast territorial estates on the "Indian side" of the Ohio river were transferred to the United States on the first day of March, 1784. It seldom, if ever, fell to the lot of another man to take a leading part in two such imperial real estate transactions as did Jefferson in this cession, and in the Louisiana Purchase nineteen years later.

There is on record in Ohio an illustration of the significance of "Continental establishment" and of a title's short cut back to the Old Dominion. It is a case before the Circuit Court wherein the Ohio State University is plaintiff, to get possession of some land that the defendant claims under an adverse title beginning with a Virginia State Line warrant.

The land lies in the Virginia Military District, but State Line warrants were provided for south of the Ohio, hence the Court held that the defendant had no title, that the land having never been taken upon a Continental establishment warrant, remained "unsurveyed and unsold." Virginia had ceded it to the United States, March 1, 1784; the title had remained in the United States till the land was ceded to the State of Ohio, February 18, 1871; Ohio ceded it to the University April 3, 1873, and the plaintiff's title was good.

The historian of New York — Commonwealth Series — points to the patriotic conduct of the future Empire State at this time; that no State had better title to more vast domains, extending to the peninsula of Michigan, and to the mouth of the Ohio; that by formal act of its legislature, April 19, 1780,— that day was well chosen for a patriotic deed — New York set an example and authorized the transfer of those vast domains. This, however, was not without a possible draw-back, a "string," in the parlance of this present metaphorical day, which is not pointed to by the New York annalist. But this was broken, March 1, 1781, and the same day Maryland came through the open door into the Confederation, the thirteenth and last State; and the United States of America began its constitutional existence.

CHAPTER II

THE BEGINNINGS OF OHIO

THE BEGINNINGS OF OHIO

THE general government was now the trustee of the Confederation; the resolutions of 1780, after the ceding of territory by the states and its acceptance by Congress, became a great compact, subsequently affirmed in the Ordinance of 1787, a compact not only between the United States and the makers of those cessions, but between the general government and states unborn. The trusts, it will be remembered, were three.

Virginia, while still in possession of her outlying lands had taken the initiatory step, barring the important matter of surveys, in state building. The Anglo-Saxon in America seemed to this manner born. In 1779 she had opened an office for the sale of her western lands. Now, the United States in its new function wished to conduct the real estate business in an imperial way. But in order to sell lands it is well, if not necessary, to survey them. The buyer will wish to locate his purchase, whether a farm or a township, with reference to some unchanging landmarks, or skymarks.

No relation is to be here given of a subject of intense interest, namely, the various treaties in which the United States, having by the sword and the pen extinguished the titles of the various "powers" who did not own these lands, proceeded to win the same victory over the people who did. "Westward the course of empire takes its way," was the law paramount; obedience to it was destiny, opposition to it was death. A treaty in 1785, reaffirmed in 1789, left the Indians a large fraction of the future Ohio, in which they could live their way, fish, hunt, go upon the war path to strike unawares their hereditary enemies, while the "females" could keep the wigwams in order according to their notion of tidiness, teach the coming chiefs their primary lessons, attend to culinary matters, and breathe a purer air while cultivating their patches or fields of maize, which were sometimes only food for the torch of the white man.

The same year, 1785, the Continental Congress passed a great land ordinance under which the first surveys, known as the "Seven Ranges" were made, under protection, incidentally, of United States troops. Some Indians seemed to have forgotten the exact location of the Fort McIntosh treaty line on the east; or, perhaps, it was only a return game for some incursion of white men.

Besides, the Indians were not the only folk who viewed the surveyor and his compass and chain with a jealous eye. Long years after the times of which we speak, such words as "squatter" and "squatter sovereignty" became very familiar to the ear of an American, and they had to do with the old trade, home making and state building. It was not a new doctrine, albeit a new name for it. At the close of the Revolution, before it and after it, there were lands which the Indian claimed because his memory ran not to the contrary; the General Government claimed because it had succeeded to the title of the claimant colony; the squatter claimed because he was in possession, his cabin stood by a spring

of his own finding, built of logs of his own cutting; his children played in the woods close by; but the government said the land had not been surveyed, that he had paid no purchase money, that he must go; and unless history is false than fiction, as well as stranger, his moving was sometimes made easier by the desolation of his home. The Commissioners of Indian Affairs gave orders for the removal of all such "intruders," or "unauthorized persons," as Congress more gently denominated them. The troops marched at the bidding of the Commissioners. Col. Harmer wrote to Congress urging that the intruders along the Muskingum bottoms should not be allowed to stay unmolested. He was commanded to take his post on the Ohio anywhere between the Miami and the Muskingum, and a detail of workmen was sent to build Fort Harmer. According to McMaster: as they marched down the Ohio valley they burned every cabin they saw, and drove the settlers into Kentucky and Virginia. But it seems they didn't stay on the eastern side of the Ohio. "In the summer of 1786 numbers of men were found twenty miles north of the Ohio staking out claims and establishing tomahawk rights by blazing trees. In 1787, a date of moment in American history, twelve cabins were burned, and crops destroyed at Mingo bottoms. Before this a subordinate of Harmer's brought to Fort McIntosh what would now, possibly, be called a "stuffed census" of the squatters along the Ohio and west of it. "Not a bottom," he declared, from Wheeling to the Scioto, but had at least one family." Three hundred families were reported at the falls of the Hockhocking; as many more were on the Muskingum; fifteen settlers could be counted on the Scioto and Miami. Ensign Armstrong reported that these were not nice, agreeable people; but what a pity it is that in their rude "unauthorized" villages there was not some man of learning enough, and with a mind to do it, to have left for us the short and simple annals of these poor, disagreeable, premature founders of a state.

The doctrine of *squatter sovereignty* was laid very clearly before them by one of their first citizens, John Emerson by name; and the rare document is preserved in the Journals of Congress. It is as follows:

ADVERTISEMENT

MARCH 12, 1785.

Notice is hereby given to the inhabitants of the west side of the Ohio river, that there is to be an election for the choosing of members of the convention for the framing of a constitution for the governing of the inhabitants, the election to be held on the tenth day of April next ensuing, viz.: one election to be held at the mouth of the Miami river, and one to be held at the mouth of the Scioto river, and one on the Muskingum river, and one at the dwelling-house of Jonas Menzons; the members to be chosen to meet at the mouth of the Scioto on the twentieth day of the same month.

Then comes a statement of doctrine, free and general as the casing air.

I do certify that all mankind, agreeably to every constitution formed in America, have an undoubted right to pass into every vacant country and there

to form their constitution, and from the confederation of the whole United States, Congress is not empowered to forbid them; neither is Congress empowered from that confederation to make any sale of the uninhabited lands to pay the public debts, which is to be a tax levied and lifted by authority of the Legislature of each state.

That convention was never held. The sword was mightier than the pen. This state, less fortunate than Westsylvania and Franklin, left not even a name.

But the laying off of great sections, upon conditions agreed upon with states or companies, and naming them, still went on, and the chain of the surveyor was kept bright with use. Eminent students, like Dr. I. W. Andrews and Dr. B. A. Hinsdale, thought it would have been desirable if the system of uniform ranges, townships and sections, which commenced with the seven ranges in the summer of 1786 could have been carried out over the whole surface of the state; avoiding the confusion of the five-mile system of the Western Reserve and the no system of the Virginia Military District.

Residents of the fair Buckeye State with an appreciable degree of interest in its early history should have hanging somewhere upon memory's walls — to borrow a metaphor from an Ohio poet of no mean reputation — a map showing plainly the various historic lines, Indian treaty, survey, reservation, and be able to flash before his consciousness the salient facts and traditions of their history, for tradition does not end when history begins; and the rivers, Muskingum, Scioto, Cuyahoga, Hocking, Sandusky, the Miamis, including the one whose name broadened to "Maumee," and which, at the picturesque spot where Wayne on his march to Fallen Timbers constructed a fort whose name has come down to us as that of a city and a county, receives the winding Auglaize, should repeat fragments of the story of what they have seen, and what borne upon their slow currents as they flow toward the Ohio or the Lake.

The names Western Reserve, Seven Ranges, Ohio Company, Virginia Military District, and the rest, brim over with suggestion, and as the reader turns over inquiringly the pages where mention is made of them a fragrance of the old time seems to have lingered there.

The genius of History had at one time three long-reaching projects in contemplation.

A war of eight dreary years had left poverty as one of its dire fruits. Thousands of men who had followed "The Cincinnatus of the West" found that, while the smoothing of grim-visaged War's wrinkled front left their country freedom and independence, and them a consciousness of arduous duty well done and a heritage of grateful memories to bloom and bear fruit in the hearts and lives of posterity, all these glorious things were not a substitute for food, clothing and other things needed in the making of a happy fireside clime.

Historians write that in times of stress Washington had faced the possibility of having to retreat across the mountains and continue the struggle for independence in the valley of the Ohio; and what could have been more natural than that this great expanse should arise in picture before the eyes of these worn and impoverished patriots under the imperative necessity of making "one guinea do

the work of five," to say nothing of the probable lack of the metaphorical guinea, and beckon them to come over and be God's workmen in uncovering the land "which He hid of old time in the West," to found homes, however humble, and start in life again? It was in their blood, too, that they should think of these future homes not merely as places where they should "sleep and feed," but as the seed of a State.

Before Washington had issued his farewell order such a thought as that just expressed was taking shape in the minds of many soldiers, and two hundred and eighty-five officers of the Continental Line — for privates appear to have been few, then as now — had petitioned Congress to mark out the bounds of a state for them, and not unwisely pointed to the Eastern half of the present Ohio as a goodly location. Further they asked that the debt due them for army service be paid in land in the proposed state. From this movement sprang the Ohio Company. It foretold buyers for the lands which these sage promoters expected to have for sale.

The third of these lines of forward march, which the Genius of History seems to have been planning for Columbia to walk in, was her growth by adding many states to the original thirteen. The ordinance of '84 was in abeyance; other ordinances with the same purpose had been framed only to die on the floor of Congress, when a new one, a star of the first magnitude among ordinances, came above the horizon.

By its resolutions of 1780 to spur the land-claiming States to action, Congress had bound itself to divide the territory into states with certain varying limitations as to extent. In the ordinance of 1784 there appeared ten future states of the regulation size, and with classical names of linked sweetness long drawn out, which have served for the mirth of the light-hearted reader ever since — Sylvania, Michigania, Cherronesus, Assenisipia, Metropotamia, Polypotamia, Polisipia and three others equally musical.

Virginia had accepted the pledge and copied it into her deed of cession: "That the territory ceded shall be laid out and formed into states containing a suitable extent of territory, not less than one hundred nor more than one hundred and fifty miles square, or as near thereto as circumstances will admit, but Virginia had consented to a change — larger states and fewer — so this obstacle was removed.

The Continental Line joined forces with the Ohio Company; their delegate, Dr. Cutler, set out for New York to buy land and to urge Congress to frame and put into force a suitable government for the territory wherein this land should be marked out, so that persons removing thence should not be beyond the reach and the protection of that whose "voice is the harmony of the world." The skillful strategist, it were profane, in the light of his eminent merit and the conspicuous crown of his service, to write "lobbyist," found Congress ready to listen, and "An act of legislation that had been before Congress more than three years was consummated within a week from the time that Dr. Culter, who had been twelve days on the way, drove his gig up to the 'Plough and the Harrow,' in the Bowery."

Historians and orators have spoken, and may well continue to speak, words of lofty praise of the great ordinance known to fame and designated by its simple date, 1787, or, pre-eminently, "*the ordinance*."

There would seem to be glory enough in the outcome to give all a share in any way connected with this immortal document, but, as is always the case, a few made the motion, the rest seconded it. Some writers, espousing the cause of a leader, Jefferson or Dane or another, lessen the "few" to one. The storm center of debate is the clause forbidding slavery and providing for the return of fugitive slaves to their masters, though perhaps no candidate for immortality lays hold upon both laurel branches. John Randolph Tucker quotes Bancroft as thinking that Nathan Dane did it at the instance of Grayson, and Dr. Hinsdale says that Dane brought forward the proposition, "apparently on a suggestion from Virginia." The late Senator Hoar, in his oration at Marietta, declared that "William Grayson, of Virginia, early and late, earnestly supported the prohibition of slavery." And further along, "to Nathan Dane belongs the immortal honor of having been the draftsman of the statute and the mover of the anti-slavery amendment."

Three days after the passage of the ordinance, in a letter of July 16, 1787, Nathan Dane wrote to "Hon. Rufus King, Esq.": The Eastern State of the three will probably be the first and more important than the rest, and will, no doubt, be settled chiefly by Eastern people; and there is, I think, full an equal chance of its adopting Eastern politics. When I drew the ordinance, which passed (a few words excepted) as I originally formed it, I had no idea the States would agree to the Sixth art. prohibiting slavery, as only Massa. of the Eastern States was present, and therefore omitted it in the draft; but, finding the House favorably disposed on this subject, after we had completed the other parts, I moved the art., which was agreed to without opposition. We are in a fair way to fix the terms of our Ohio sale, etc.; we have been upon it steadily three days. The magnitude of the purchase makes us very cautious about the terms of it, and the security necessary to insure the performance of them."

From the historic Ohio Company a safeguard was demanded, "security," as from the rotund Falstaff by his tailor. Judge Cooley, in "Michigan, A History of Governments," passes the honor to the man who did the bold deed three years before, in the 1784 ordinance. Speaking of the one we are having in mind, he wrote: "For its dedication of the territory to freedom credit has been given by partial friends to several different persons, but Jefferson first formulated the purpose, and for him it constitutes a claim to immortality superior to the presidency itself. The one was proof of his greatness and far-seeing statesmanship; the bestowment of the other evidenced only the popular favor."

Bancroft's calm words over the conclusion of the whole matter sound like a benediction: "For a time wisdom and peace and justice dwelt among men, and the great ordinance, which could alone give continuance to the Union, came in serenity and stillness. Every man that had a share in it seemed to be led by an invisible hand to do just what was wanted of him; all that was wrongfully undertaken fell to the ground to wither by the wayside; whatever was needed

for the happy completion of the mighty work arrived opportunely and just at the right moment moved into its place."

A form of government was bodied forth in the ordinance for a people who did not yet exist, namely, the inhabitants of the Northwest Territory, but when men and women should remove to the territory covered by the ordinance they would collectively and individually be bound by its terms. By the act of voluntary removal they became the party of the second part.

There is first a declaration that the whole Northwest Territory shall be one district, subject, however, to division later. It seems strange to the reader till he has considered its radical reason, but the next paragraph concerns the disposition of the estate of any person dying intestate, also wills and conveyances. It ordains that the "government" appointed by Congress, for there was yet no president to perform such executive acts, shall be a governor, a secretary of state and three judges, all of these officers to be landowners, that they might be more sure to have a personal stake in the territory; besides, the general government had land to sell. A practical beginning, and for the people, but not yet of the people or by the people.

When the population should include five thousand "free male inhabitants" the tree of self-government would begin to grow and the people would elect representatives to the lower branch of a legislature. This would be the salient fact in the second stage of territorial growth.

The three Articles of Compact, the really vital part of the Ordinance, are next given. In substance they are: (1) A declaration of religious freedom for the inhabitants of the territory; (2) a securing of personal freedom by the writ of *habeas corpus* and the right of trial by jury; (3) that sublime motto of the republic and creed of all believers in popular education: "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged." This language was adopted by the makers of the first constitution of the State of Ohio, Article VIII, Bill of Rights, Section 3, and a practical turn given to it, though to the detriment of its rhetorical roundness. These words were added: "By legislative provision not inconsistent with the rights of conscience," while the second child of the Ordinance interprets the doctrine thus:

Knowledge and learning generally diffused through a community being essential to the preservation of a free government, and spreading the opportunities and advantages of education through the various parts of the country being highly conducive to this end, it shall be the duty of the general assembly to provide by law for the improvement of such lands as are, or hereafter may be, granted by the United States to this state for the use of schools, and to apply any funds which may be raised from such lands, or from any other quarter, to the accomplishment of the grand object for which they are or may be intended.

In the Ohio Constitution of 1851, Bill of Rights, Article I, Section 7, is the statement — it follows the declaration of liberty in worship and freedom from religious tests: Religion, morality and knowledge, however, being essential to good government, it shall be the duty of the General Assembly to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its

own mode of public worship, and to encourage schools and the means of instruction.

The Ordinance was twelve years old when the first General Assembly met, the Territory having reached the second state. In 1800 the great Northwest was divided into two unequal parts, the eastern division comprising what is now Ohio, with something of Indiana and a large fraction of the peninsula to the north, and other historic events followed hard after. But the date oftenest named, the date about which cluster most associations, is 1788; the voyage down the Ohio in a rude boat, christened, either before or afterwards, the *Mayflower*; the landing at the mouth of the fair Muskingum within the tract bought by the Ohio Company; the felling of the first tree toward the building of houses and a blockhouse; the arrival of Governor St. Clair amid a deluge of oratorical welcome and cosmic metaphor, which has made all succeeding welcomes "o'ercome us like a summer cloud without our special wonder;" St. Clair's gubernatorial proclamation to all and singular; the Fourth of July, with its bounteous showers of eloquence; in short, the settlement of Marietta and the founding of Ohio is a tale, when fitly told, "to hold children from their play and old men from the chimney corner."

In the *Western Annals*, page 324, Vickroy says: On the first day of August, 1780, we crossed the Ohio river and built the two blockhouses where Cincinnati now stands, but the village of Losantiville was not laid out until 1788, and this date is put down in history as that of the settlement of Cincinnati, which name the village took on, it is said, at the suggestion or instigation of the Territory's first and last governor.

The census of 1790 gives the population of the Northwest Territory as 4,280. Of these 1,000 were at Vincennes, 1,300 in Symmes's Purchase, 1,000 on the Ohio Company's Purchase; but unless the inflow to California be a parallel case there is no other to the rapidity with which settlements and hamlets in the Ohio Valley grew to be homes and cities.

In 1800 the Government adopted the system of selling land in Ohio on credit; and this, coupled with the return of peace in Europe and the consequent falling off of the demand there for agricultural and commercial products from America, sent a wave of immigration across the Ohio river which had something to do with the Eastern District's speedily assuming the dignity and responsibilities of statehood. That all-pervasive influence called politics played a hand in the game.

It may be that a scant description of what is called the "Enabling Act" will be welcome. Its potency was that it gave permission to the people of the Eastern division, though "people" in the preamble is wonderfully pared down in the body of the instrument, to choose representatives to a convention whose high function shall be, if the convention think it best, to frame a constitution for a State. This State, as a territorial area, shall be bounded by certain specified lines, and shall bear such baptismal name as the convention pronounce.

As part of the enabling act the Congress proposed a trade; in more stately phrase offered three propositions to be by the convention accepted or rejected, and if the former then the convention must by ordinance, "irrevocable without

the consent of the United States," guarantee that lands sold by the general government shall not be taxed by the State, county or township for a term of five years.

The three propositions which were to be the business reason for this exemption were, in short, granting (1) Section 16 — heretofore promised — for the use of schools; (2) certain tracts of land along the Scioto and the Muskingum and elsewhere containing saline springs "for the use of the people" — wherewith they should be salted; (3) the one-twentieth part of the net proceeds of the sales of land by Congress for the laying out and making of public roads leading from the navigable waters emptying into the Atlantic, "to the Ohio, to the said state, and through the same." It was good policy to induce the buyer to come by making easier his way and freeing for a time his purchase from taxes.

None of these propositions applied to the United States military lands or to the Virginia Military Reservation, or to the Connecticut Reserve, or to the land lying beyond the Indian boundary. That the settlers on these great tracts should be left without some provision, at least, for education seemed unjust. When, therefore, the convention to form the Constitution of Ohio met and considered the three offers of the Government, the men of Ohio in turn named conditions to Congress. They would agree to lay no taxes on land sold by the United States for five years after the day of purchase. But they would do so provided Congress would spend three per cent. of the net proceeds of Ohio sales in building roads, not to, but in the State; provided the title to all school lands was vested in the State and not in the people of the townships; provided that a township should be given Ohio for a seminary in place of the township promised Symmes, but never set apart; and provided that land equal in amount to one thirty-sixth of the Western Reserve, the military lands, the Virginia Reservation and all that might hereafter be obtained from the Indians, should be vested in the Legislature for the use of schools in such tracts.

When these propositions were put into a bill and the bill brought before Congress they called out some ill-natured remarks from a Pennsylvania member. The Ohio lands were the common property of all the States — Virginia had given them for the common good. They were pledged to pay the revolutionary debt. What right, then, had Congress to put its hand into the common fund, lay hold of a part of it, and use that part for the sole benefit of the people of Ohio? What right had Congress to spend on Ohio roads money which ought to go toward paying the debt of the whole country? Such an act was an assumption of power. It was an act of usurpation. John Randolph answered him and answered him fully, and the House, without more ado, sent the bill to the Senate, which passed it on to the President, who signed it on the last day of the session.

Careful critics agree to regard February 19, 1803, as the date from which to reckon Ohio's Statehood. Like the Union, the State had several plausible birthdays. It may, in passing, be worth the minute to notice that the foregoing appropriations "were in conformity to and in consideration of the conditions agreed upon by the *State of Ohio*, by the Ordinance of the Convention of the State, bearing date the 29th day of November, 1802.

CHAPTER III

EARLY SCHOOLS

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THE early settlers of Ohio, as a rule, were too busy in erecting rude habitations, felling trees, burning off the heavy timber, fencing the clearings, guiding the plow through rooty ground, and making passable highways to mill and market, to allow them to devote any attention to any other interest less pressing, and that could be deferred to a more convenient season. Hence it is not strange that school interests were often neglected.

The teachers of the pioneer schools in southwestern Ohio were selected more on account of their unfitness to perform manual labor than by reason of their intellectual worth. The few schools established in this section were taught by cripples, worn-out old men, and women physically unable to scotch hemp and spin flax, or constitutionally opposed to the exercise. Educational sentiment was at a low ebb, and demanded from the instructors of children no higher qualifications than could be furnished by the merest tyro. Before school legislation and other instrumentalities effected salutary changes in the methods of school administration common to this locality, schools of worth were to be found only in the more populous centers. The estimation in which the teacher was held by the community at large was not such as to induce any young man or woman of spirit and worth to enter upon teaching as a vocation.

The teacher was regarded as a kind of pensioner on the bounty of the people, whose presence was tolerated only because county infirmaries were not then in existence. The capacity of a teacher to teach was never a reason for employing him, but the fact that he could do nothing else. Under such circumstances, it would be vain to look for superior qualifications on the part of the teachers. The people's demand for education was fully met when their children could write a tolerably legible hand, when they could read the Bible or an almanac, and when they were so far inducted into the mysterious computation of numbers as to be able to determine the value of a load of farm produce.

A brighter picture presents itself when we consider the state of educational sentiment in that section of Ohio peopled with settlers from New England. They were not oblivious to the value of education in a utilitarian sense, but their notions of utility were broader and more comprehensive than those entertained by their southern neighbors.

The social status of the teacher was on an equal footing with that of the physician and the minister. Society welcomed him to its presence as an honored member. His periodic visit to the homes of his pupils was regarded as quite an event by each household, and great were the preparations that preceded his appearance to "board out" the share of any patron of his school. His evenings were spent with the family. If this plan did not give him the best opportunities for self-culture and preparation for the duties of the morrow, it was not without its advantages. Many an aspiring youth was led into new fields of thought by

coming into personal contact with the master in the home circle; and the seeds of knowledge planted by the faithful teacher around the fireside of the pioneers, often sprung up into vigorous life. The teacher became acquainted with the habits and peculiarities of his pupils when they were acting independent of the authority exerted in the school-room, and was able to turn this knowledge to his own assistance and their profit.

The practice which prevails to a great extent at the present day, of employing a male teacher to teach a winter term and a female teacher to teach the summer term, was prevalent all over the State.

The mode of government was simple. Moral suasion was not recognized by the pioneer school-master as an important element in school management. The hickory tree which, at the present date, is said by arboriculturists to threaten to follow the buffalo into extinction, was abundant and often handy; and the teacher's common resort to it for help in the time of trouble was more likely to gain him praise than blame. Elsewhere this spur to the loiterer and music in the air is more poetically alluded to as "the song of the birch," and the "willow branch of education."

It is seldom fair to judge of men and things by Sinon's rule: *ex uno disce omnes*. Not often from one can be drawn a safe conclusion as to all. Doubtless there were pupils and pupils, teachers and teachers, as there are said to be "deacons and deacons." It may, however, make clearer one's notions as to the plasticity of the material which the pioneer schoolmaster was to mold, or try to, to call upon credible witnesses and weigh the evidence. Governor Morrow condemns the leasing system for inviting and retaining a population within our boundaries, not to be desired, composed principally of emigrants from the different states of the Union with habits, and modes of thinking on the subject of common schools, as different as are the regulations of the States from which they came. Still, the United States has been fairly successful, during her century and a quarter, in causing a second generation to differ widely from a diverse first, and, in the essentials of citizenship, to become more and more alike, and as the Nation has done so, in a smaller arena, have done the States.

But to resume. The following is a picture as it appeared to the historic eyes of McMaster. It is suggestive of the teacher's mission when he rises to it, in the log cabin school house.

A family of eight, on their way from Maine to Indiana, walked all the way to Easton, Pennsylvania, which they reached late in February, dragging the children and their worldly goods in a handcart. A blacksmith from Rhode Island made his way in the dead of winter across Massachusetts to Albany. In a little cart on four plank wheels a foot in diameter were some clothes, some food, and two children. Behind it trudged the mother with an infant at the breast and seven other children beside her. The father and a boy of twelve pulled the cart. A family of seven passed through Bridgeport, Connecticut, in March. They had come down from Three Rivers in Canada, the men drawing a small cart on four plank wheels, and the women and larger children following on foot. Yet another family, consisting of man, wife, and five children, passed through Woodbury, New Jersey, with all their household goods in a

wheelbarrow. They were walking to Ohio. Still another couple with seven children were so destitute that the man carried his property on his back.

For the sake of a little sunshine on the picture it must be admitted that these sad, forlorn little processions might furnish some excellent pupils, especially if, among them there was stirring of the spirit Samuel Lewis illustrates by examples of which he was witness. He relates that more than once, when a boy, he heard a resolute mother, when surrounded by friends attempting to dissuade her from emigration, assign as a sufficient reason for going West, "My children will there be entitled to education as well as the rich."

Instead of attempting to conventionalize, as the drawing masters term it, the school house and the school teacher of those times; or to make a composite picture out of a number, and draw therefrom some slender claim to originality, the writer feels confident of approval in simply putting down bits of description by sundry hands industriously swept up, leaving to each reader the agreeable task of painting pictures for himself.

PIONEER SCHOOLS OF WASHINGTON COUNTY

Dr. Hildreth, of Marietta, who has done so much to put on record the valuable history of the first settlement in Ohio, at the mouth of the Muskingum and vicinity, gives it as his opinion that the first female who kept a school within the present limits of Ohio was Bathsheba Rouse, daughter of John Rouse, of New Bedford, Massachusetts, who taught the young children, of perhaps the most prominent and influential families ever collected in one settlement.

This was at Belpre in the summer of 1789, and in 1791-'92 in Farmers' Castle, the noted spot on the Ohio River, below Marietta and near Blennerhassett's Island, afterwards so famous, so suggestive of three persons at least, and their unhappy careers.

During the winter months a male teacher was employed for the large boys and young women. Daniel Mayo was the first teacher in Farmers' Castle. He came from Boston, a young man, in the family of Ebenezer Battelle, in the fall of 1788. He was a graduate of Cambridge University.

The school was kept in a large room of the block-house. Mr. Mayo taught here for several winters, and during the summers worked at clearing and cultivating his land. He married a daughter of Col. Israel Putnam, and after the War of 1812, settled in Newport, Kentucky, where his descendants now live.

Jonathan Baldwin, an educated man from New England, who afterwards settled at Waterford, taught school in the block-house No. 3 part of the time of the confinement of the settlers in Farmers' Castle in 1791-'92. These schools had no public funds as schools at this day have, to aid them, but were supported from the hard earnings of the honest pioneer.

In the winter of 1789, at Marietta, Major Anselm Tupper kept school in "Campus Martius" in the northwest block-house, where also taught Dr. Jabez True and Benjamin Slocum, a well educated man of Quaker parentage. Here also taught a Mr. Baldwin, while a Mr. Curtis, when fear of the Indians had subsided, taught the rudiments to his class in a cooper shop.

John Reily, who had fought at Camden, Guilford, and Eutaw, came west after peace donned her wheaten garland, built the first school house in Ohio at Columbia, then five miles from Fort Washington, now Cincinnati, and in it taught school in 1790. The next year, Francis Dunlevy, a Virginian, who had also been a soldier, a man of rare attainments in the classics and mathematics, came to the Miami country and joined Reily as partner and gave instruction in Latin and Greek. In 1797, Mr. Dunlevy opened a large school at a point near what is now the town of Lebanon. Among the students was Thomas Corwin, the eloquent orator and wise statesman, Governor of Ohio and United States Senator; also, John Smith, in after years a member of the United States senate with an almost solitary experience as to his mode of leaving it. The school was continued until the year 1801, when Mr. Dunlevy moved to the northwest about two miles, where many of his pupils followed him.

Other teachers of this early date about Lebanon were Matthias Ross, 1801; Thomas Newport, 1805; Ignatius Brown, 1800. The first school in the town of Lebanon was taught by Enos Williams in 1801-'03. The course of study was reading, writing, spelling, arithmetic, geography, and English Grammar.

The first school taught in what is now the city of Zanesville was kept by a Mr. Harris, in 1800 and 1801, in a cabin; in 1802 a Mr. Jennings kept a school in a cabin; in 1805, Samuel Herrick—it is pleasing to happen upon a proper name—came to Zanesville and taught school in a cabin. This school house was without daubing and had a ground floor. Mr. Herrick used for a "dunce-block" a large stump which stood in the middle of the room, and the oldest inhabitants tell of an opening beneath the nether log of the house through which a pupil would sometimes pass when the teacher grew threatening and personal.

A log school once stood on the bank of the Mahoning river in the village of Warren, and George Parsons, probably the first teacher in the village, taught therein in 1803. John Leavitt, Jr., organized the first school in a second log college and a Mr. Haynes was "assigned to duty in the more aristocratic frame."

The first authentic note of any attempt to establish a school in the village of Youngstown dates as far back as 1805, by which date the first school house was erected. It was a log building, one story high, with but one room, and the first teacher whose name has been remembered is Perlee Brush. It is not known what his monthly receipts were, but a shop-keeper's book show that at that time laboring men had about ten dollars a month and clerks about thirteen dollars and "found."

Brush was followed by James Noyes, "a tall, slim, man from Connecticut." In 1811, there was a log school house, and another that served both as a school house and a church. "The qualifications for a teacher in those days were few and moderate. If a man could read tolerably well, was a good writer and could

cipher as far as the rule of three, knew how to use the birch scientifically and had firmness enough to exercise this skill, he could pass muster."

In 1818, Jabez P. Manning conducted what is said to be the first regular and complete organization of a school in the village. The article of agreement shows that his patrons were to pay \$1.75 "for each and every scholar we subscribe," for the quarter. They, in addition to this furnished the wood.

At a later period, in the early twenties, it is recorded that quite frequently, married people, older than the teacher, received instruction during the winter. If this were even a moderately common practice, it would account for the parenthesis in the statute of 1838 regulating the distribution of the State Common School fund among the several counties "according to the number of white youth (unmarried)."

Before 1820, according to the recollections of the oldest inhabitants, all the schools held in Pickaway county were sustained entirely by subscription. The branches taught were reading, writing, and arithmetic. The school houses even in Circleville, were log houses of a single room, made comfortable by "seaming the cracks with tempered clay," which is a decided advance beyond conditions in some counties, where the houses were simply "daubed with mud." Slabs on rude legs served for seats. The reading classes, after a tedious course in spelling books, began with the New Testament.

Johnson Hunter was a successful teacher of the earlier time down to 1818. He taught in a log house of the kind described. Hans Hamilton kept school in a similar one. Hugh Hannagan, whose nativity may be shrewdly guessed, is often spoken of as a teacher of excellent parts, but with a lively relish for the "liquid hospitality" of the country. No common schools entirely free can be said to have been established till after the passage of the school law of 1838.

In 1809 Joseph Shreve came to Salem and was engaged to teach a school. In the spring he returned to Pennsylvania. His second coming was over ten years later. He was a Friend and his schools were under the direction of the Friends. At the conclusion of his pedagogical labors he celebrated the event in a number of stanzas of rhyme and in these he sought to embalm the names, if not the memory, of the early Salem teachers. It is not certainly known who was the first teacher in the village, but Shreve's claim to very early service is put in the following apostrophe:

"And time draws near that I must part with thee,
Who rocked the cradle of thy infant days."

The first schools were kept in rooms fitted for the purpose. The old meeting house, the first built in the town, was for a while used as a school room. The first house, exclusively for school purposes, was a hewed log structure.

For the first time in this collection of views we come across a touch of esthetics — a fair spot of ground originally chosen by the first settlers of New

Lisbon and occupied for school purposes from the commencement of the town in the earliest years of the century.

It is on a hill, capped with a beautiful grove of white oak saplings, and in the midst thereof a log cabin school house, through the oiled-paper windows of which the rays of the morning sun obtained a modified admittance, and saw within, school furniture constructed of slabs, flat side up, adjusted by fixing pins in the wall. Later in the day the master appeared and sat on a stool of primitive style, "and desk the same," with rod near at hand. No doubt the busy whisper, circling round, conveyed the dismal tidings when he frowned.

"Inside of this rude but humble building, the light was extracted from Dilworth's and Webster's Spelling Books, the English Reader, and Daboll's and Jesse's Arithmetics, and the Western Calculator, and other ancient school books, long held in remembrance by the older class of people." David Wilson, Reuben P. McNamee, and Thomas Rigdon, presided over this primitive temple of learning. The successor of the log cabin was a hewed log house. What has been the fate of the white oak saplings we ask, and the recalled pictures of a hundred school yards of the elder day and of the present serve for an answer.

In this building John Whitacre taught, and De Lorma Brooks, who met the author of the McGuffey Readers in the road; and after a succession of teachers, the line was closed by David Anderson, the hewed log house declared by the directors "no longer tenatable," but Mr. Anderson for many years served the people as teacher in other quarters.

In 1807 an act was obtained from the legislature incorporating the Dayton Academy with eight prominent citizens as incorporators. The next year they erected by subscription a substantial two-story brick school house. The first teacher was William M. Smith.

In 1833 the Academy property was sold and a new building erected which, after the general reorganization of schools consequent upon the legislation of 1847, 1849 and 1853, was donated to the board of education. Upon the site of this building the Central High School building was afterwards constructed.

In Samuel Lewis's wonderful campaign of education he made an address in Dayton which led to the public meeting of 1838 and the building of two school houses. Strenuous opposition was made to the levy of the tax by a few wealthy citizens who even aimed an injunction at the measure but the houses were built.

In 1841 a city charter was granted to Dayton by which the control of the common schools was given to the city council, which body appointed a board of managers of common schools. When the Akron law was passed the Dayton board of managers procured the extension to Dayton of Section fifth of that law making it the duty of the board to establish a central grammar (high) school.

By popular vote in 1855, under legislative provision, the schools were taken from the supervision of the city council. This council by an ordinance defined

the number, mode of election and term of office of members of the board of education.

In the township wherein afterwards the New London, Butler county, Special School was organized the first school was taught in 1809, in a rented log cabin, by Adam Mow, at \$1.50 per scholar for a term of three months. This seems to have been the common price. There is a claim of priority in behalf of another school in an adjoining township taught by a Mr. Jenkins, "whose most distinguished pupil" became a governor. "This teacher was noted for teaching morals and manners to his pupils." Hence, the governor.

In 1810 the citizens of New London built a log cabin school house with "cat and clay" chimney, wooden latch, slab benches, board roof and two small windows. To books for reading previously named may be added Bunyan's *Pilgrim's Progress*. "The qualifications of a teacher were inferred from reputation, or recommendation, or decided characteristics, as good penmanship, ability in arithmetic or austerity in manner and discipline."

A change came in 1819 with David Lloyd. Grammar and geography were introduced and the pupils in these branches and in arithmetic were arranged in classes, instead of each pupil reciting by himself, or, more commonly, not at all. Mr. Lloyd collected his pay from his patrons as his predecessors had done. Section sixteen is spoken of in this connection—its renting for one-third grain rent, twenty or thirty bushels of corn worth ten or twelve cents per bushel. This corn the teacher had to take at the market price as part of his wages, to be credited no doubt upon the bills presented to his patrons.

A high school under individual management was established in 1821 which greatly advanced the educational spirit of the community. A future governor of Ohio, William Bebb, was the first teacher employed after the organization of the schools under the law of 1825.

In 1804 there were but three families in the township which now contains the city of Troy. This statement is made because a similar statement could be true of hundreds of townships in the State. It helps to make more real the conditions from which the pioneer schools had to start.

In 1813-'14 Mr. Samuel Kyle taught in the village a school of from twelve to fifteen pupils. The house was of the material most in vogue. "Its hearth (or floor) the earth," its hall the "azure dome." Two years later another teacher in another school celebrated Christmas by serving his pupils with the cup that cheers and also inebriates. What effect the "treat" had upon the teacher's term of service is not recorded. At an early day a brick house of but one room, built by public subscription, stood where the Edwards school house now stands. The teachers were paid by subscription.

A number of fairly successful private schools between these earlier times and the revival which attended the Akron law made ready the public for their part in this great movement.

Fayette county was settled by emigrants from Western Virginia and Kentucky. Though they possessed but a limited amount of intellectual attainment they felt that education was due their children, and they early tried to secure this for them in such schools as were kept in a vacant cabin, here and there.

Any person who would happen along and offer to teach was given a chance, and no questions asked. As no books were kept on sale anywhere within reach, those on hand in the humble homes from which the children came, were brought in triumph to school. One of the county examiners, many years ago testified that he had seen in use as reading books,—in different schools, no doubt,—The American Preceptor, the English Reader, the New Testament, Charlotte Temple, a much read novel of the time,—Thinks I to Myself, A System of Military Tactics, and a Treatise on Universal Salvation.

Between the school law of 1821 and that of 1825, school legislation was much debated in the numerous debating clubs; especially the startling proposition that the State could and should, or should not, "tax one man to educate another man's children," and much good is said to have come from the contests.

The passage of the first general school law was followed by the laying out of the townships into school districts and the building of new log school houses, with glass windows. The first blackboard of which there was knowledge was put up in 1838. No fine crayons were used thereon. Ten years at least after this, in another county of Ohio, possibly in many, each pupil carried to school his own "chunk" of chalk for his individual ciphering.

Prior to the establishment of the State Common School System, private schools, of course, afforded the only means of instruction. Accounts respecting the first of these schools, its teacher, and location, are somewhat conflicting, but the best evidence awards a Mr. Ritchie, whose given name has passed from memory, the honor of having been the first educator in Hamilton. His school was established about the year 1810, and he continued teaching for several years. Being a bachelor, he kept his own house. One morning his pupils came at the usual school-hour, and found the old master dead in his school-room. Death had found him on the field of his labors. Tradition reports him as teacher of excellent attainments in scholarship, but of great severity in government. Indeed, it was the common belief of those under his care, that he seasoned his liberal stock of black-haw rods in oil, that they might be rendered the tougher. It is certain that bodily punishment upon young men of twenty-one years, and even upon young women eighteen years of age, was of frequent occurrence under his rigorous administration. A school was carried on in the same log-house after his death but the name of the teacher is forgotten.

In 1810, the Rev. Mathew G. Wallace came to Hamilton, and organized what has since been known as the First Presbyterian Church. In addition to his duties as pastor, he opened a school for instruction in the higher English branches and the classics, in a building which had been formerly used as a court-house. Under Mr. Wallace's care, this school was continued until about 1814. It was the first in Hamilton or vicinity where classical instruction was given. An engraving of the old building hangs in the present court-house, and shows a hewed log house, two stories in height, with a porch in front. It was twenty or twenty-five feet square.

About 1815, Alexander Proudfit, a graduate of Ohio University, came to Hamilton as a tutor to the sons of Dr. Daniel Milliken, and as a student of medicine under that gentleman.

Gradually the children of other families became members of the class, until he was at the head of a school very respectable in point of numbers. He especially excelled in the dead languages, and was the second who gave instruction in them, Mr. Wallace having been the first.

Benjamin F. Raleigh taught from 1825 to 1830. His name appears on the Fairfield Township records for several years as Township Clerk, and also as Township Superintendent of Common Schools, the earliest mention we have of the Common School system.

In December, 1832, the Hon. John Woods, being deeply impressed with the necessity of affording the young ladies of Hamilton better facilities for thorough instruction in the useful and ornamental branches of a good education, drew up articles of association for establishing a seminary, to be known as "The Hamilton and Rossville Female Academy." This academy was the connecting link between the preceding lack of educational system under private instruction, and the organized system of public instruction under the State. Let its memory be gratefully regarded, for within its walls many mothers of the present generation imbibed the love for all that is refining and ennobling in liberal education. Their influence will be felt through their descendants in all time.

The first settlers of Hillsborough were men of intelligence, and at an early day evinced a great interest in schools. Many of these pioneers were men of liberal education for that day, and were always ready and anxious to provide schools for their children. Very soon after the settlement of the town, pay or subscription schools were taught at intervals by James Daniel and others. The first of these schools, deserving of particular notice, was taught by Robert Elliott, who came here from Kentucky, at the instance of Allen Trimble, who had known him as a teacher in that State.

Elliott opened his school in 1814, in a building on Walnut street, nearly opposite the Methodist Church. At the start he had between thirty and forty pupils, and the number was somewhat increased afterward. He was considered a good teacher, and his school was continued for the following three years. It

was attended by the children of the town, and by some from the adjoining country.

While this school was going on, the citizens of the town agitated the subject of the purchase of a lot and the erection of a school-house. A public meeting was held, at which it was determined to buy a lot and build a house, all to be paid for by subscription, and to be the property of the town for school purposes. Very soon after a log school-house, twenty-five by thirty-five feet, was erected upon this lot. The house was of hewn logs, and, in the language of the article of agreement with the contractor, was "to be chunked and daubed with good lime and clay mortar on the outside, and to be lined with plank on the walls in the inside, and sealed above head." On the completion of the house it was furnished with seats and desks of simple construction, but in consonance with the means of the people and in accordance with the furniture of their homes. Elliott first occupied this house, removing his school from the house on Walnut street. He remained in it until 1813.

The next movement in the direction of better schools occurred in 1818. At that time the Madras or Lancastrian school system was attracting considerable attention in this country and Europe. Captain John McMullin came to Hillsborough from Virginia, and proposed to teach a school upon this plan. Several prominent citizens became interested in getting up the school. A meeting was held and articles of agreement and subscription were drawn up and signed by nearly all the citizens of the town. For the welfare and good government of the school seven men were chosen trustees of the "Hillsborough Lancastrian School." These trustees were empowered to contract with McMullin to teach the school, and were to pay him a salary not exceeding six hundred dollars for the first year. They were also authorized to provide fuel and other necessities. All expenses were to be paid by assessment on the subscribers in proportion to the number of scholars each sent to the school. The school was to be in session forty-eight weeks each year. It was opened in the log house on Main street in September, 1818, and all the appliances of the Lancastrian system were provided. Amongst these latter was the sand desk, which supplied the place of the modern blackboard. Between sixty and seventy pupils were enrolled at the start, and the number was afterward increased during the continuance of the school to ninety.

In 1821 an addition, twenty feet in length, was added to the school-house. This school seems to have prospered for four years, and whatever the defects of the system may have been, it had the merit of turning out good readers, writers, and spellers. The Lancastrian School under Captain McMullin closed in 1823.

The first schoolhouse in Fremont was erected about the year 1816, on the site of the present High School building, a few rods west of Fort Stephenson, then standing, and within three years after the heroic defense of that fort by Colonel Croghan.

It was constructed of rough, unhewn logs, cut from the surrounding trees and hastily put together by the joint efforts of the early settlers. Oiled paper took the place of glass in the windows, and the seats were of the most primitive construction. It was replaced, in 1817, by a more substantial structure, erected on the same site fronting east, and built of hewn logs, with some such improvements as glass windows, a row of desks around the wall, and a blazing fire-place at the eastern extremity.

Among the teachers were Mr. Jocelyn, Dr. Gooding, Miss Beebe, Mr. Bradley, Dr. Brainard, Ezra and Justice Williams. Mrs. L. C. Ball also taught a small select school in the winter of 1818-1819, in one of the barrack rooms of the old fort. Among her seventeen pupils she remembers a little Indian boy, a general favorite, and among the brightest pupils in her room.

Those who were pupils of the old log schoolhouse remember very distinctly the deep ravine that used to run just south of the present High School building, in whose waters they used to play; also the graves of the British officers near by, and a mound which marked the common burial place of the British soldiers that fell in the battle of Fort Stephenson, over and among which they were accustomed to ramble in their school-day sports.

This schoolhouse was also the church and court house. In it the teacher taught, the missionary preached, and the judge expounded the law and administered justice.

The studies pursued in these earlier schools were reading, writing, arithmetic, a little grammar, and very little or no geography. Among the text-books were Pike's Arithmetic, Murray's Grammar, the Introduction to the English Reader, the English Reader, and the sequel to the same, together with Webster's Spelling Book.

The schools were supported entirely by subscription. The old log schoolhouse stood until the fall of 1834, when it was burned down. In its stead a rough stone building was erected, containing at first one room, and eventually two. This remained until after the organization of the schools on the graded or union-school plan, and the erection of the new brick building in 1852-1853.

It is said that the first teacher at Ripley was Zaccheus Martin, in the year 1816, and following him was Peter Wiles. Between this time and the grading of the schools under the law of 1853 the names of forty-nine ladies and gentlemen are given who taught "more or less."

The first schoolhouse was built of hewed logs. It burned down in a few years, and from the ashes, phoenix-like, a frame arose.

At the organization of the Union Schools, Francis W. Hunt, a man of large scholarship and great executive ability, was superintendent. The historian says that what the course of study in the lower grades was at that time can not now be learned. It may perhaps be dimly inferred from the course for the fourth year of the high school. This shall be given in the chapter concerning those final grades.

In 1861 the school system was organized under the law of 1849. In 1869 the school building was remodeled and "the town clock, costing \$650 in New York City," was placed upon it.

Many men who rose to high stations in life had their early lessons in these schools. Upon some teacher's roll, at one time stood a name since writ large in the world's history, U. S. Grant.

The first brick building, being the first house erected in Middletown solely for school purposes dates from 1815, — an elegant structure it seemed then, one story high, and with a huge fire-place in each end for the burning of wood. The first teacher in this house whose time can be fixed is Jeremiah Marston, 1821-1824. The first school entirely free was taught by Joseph Gailbreath about 1837. In 1849 Mrs. Mitchell, with her assistants taught the first graded school. Some time before this, the district school was made a department for one year of a private academic school, which experiment was, very naturally, not satisfactory.

The district was not reorganized under the law of 1853 till 1855.

The school district of Orrville and annexed territory was originally composed of parts of two townships. Settlements here began about 1812 and went on so rapidly after the end of the war that by 1822 nearly every quarter section had a house upon it with an occupant. But during this decade there were no schools, the children were scattered and there were no school-houses.

By the later date named above some of the pioneers had moved into their more commodious houses of hewed logs, leaving their round log cabins empty. Here was a suggestion. William Montgomery, in 1822, at the request of the neighboring house-holders, started a school, thereby not only planting the seeds of education in virgin soil, but securing occupation for himself during the winter months, and saving his deserted log cabin from prolonged disuse. "There were directors," wrote the reporter, "although no district was yet defined or methods prescribed by law for their election," overlooking the law of 1821 which provided for the laying off of townships into districts and the election of "three of said householders as a School Committee for said district."

In the following years, we learn, there were three other cabins put to similar use and that in the last one taught two successive gentlemen of the same name, one of them afterwards author of Teter's Grammar, one of the earliest of Ohio grammars.

There was changing of district lines and sojourning of the schools in various hewed log houses built by the volunteer energies of the people, and a final settling down at the growing village of Orrville. In due course the desire for a better system led to organization under the law of 1849.

The first school in Bucyrus was opened in 1822. It was taught by William Blowers, who charged a tuition fee of one dollar and fifty cents per pupil for a

term of three months. It was opened in a log cabin on the bank of the Sandusky. The furniture was of the most primitive kind, and the accommodations the best the pioneer settler could afford. The common branches were taught in this school; Dillworth's Spelling Book, Pike's Arithmetic and the Columbian Orator being the text books. The teacher, so far as can be learned at this time, was fully qualified for his position.

The first public school house built in Bucyrus was erected soon after the passage of the act of 1825, establishing free schools in Ohio. It was built of logs, and was twenty feet square. It was furnished in the cheapest and most simple style. All the children of the district, who could be "spared from work," attended. Zalmon Rowse was the first teacher in the first school house, and, although not a professional teacher, his labors were entirely satisfactory to his neighbors. When the public fund, which at that was small, became exhausted, the school was dismissed; this generally occurred after a three months' term. During the summer months a school was opened for the younger children by some one who charged a small tuition fee.

The first school house in the vicinity of Waverly was built previous to the year 1820. A Mr. Perkins, a man whom the elderly people speak of as an excellent scholar and teacher taught in it. Another was built in 1822, a third in 1824. These houses were doubtless erected in some of the "proper divisions" into which the law of 1806 authorized the trustees of an original surveyed township to divide it "for the purpose of establishing schools therein."

These three school houses were log buildings of the ancient pattern. A large fire-place filled almost one entire end of the building. A log was cut out, and greased paper fastened in the aperture. Only in one respect did the light sifted through resemble Milton's:—

"Storied windows richly dight,
Casting a dim religious light."

About 1833 a frame school house with a board floor, ceiled walls, and glass windows was erected in the village. Of the many teachers who there held benign sway, Samuel Reynolds, F. S. Dexter, J. J. Green, Warren Dewey and William Howard are remembered.

Piqua, a town with an undeniably Indian name, was laid out by the whites in 1807, the former bearer of the name having been duly burned in 1784. The first school there was taught by Isaac Hendershot, the year after the town was laid out. Little is known of house or teacher. Between this date and 1817 school was taught for several winters in a school house near the site of the present City Hall. A log house, chinked with clay, with two windows of greased foolscap, its size about thirty by twenty feet. The fire-place, capable of con-

suming "almost incommensurable back logs," the floor, of slabs; the roof, of rough, unshaved clapboards; the furniture, one row of writing benches, ill-suited to the dimensions of the children, made of slabs fastened together by wooden pins thrust through auger holes.

The first text-books were the American Preceptor, Webster's Speller, and the Testament; afterwards were introduced Pike's Arithmetic and Murray's Grammar. No classes were formed except the spelling classes. In the other studies the "individual method," rediscovered many years afterward, had untrammelled sway. There was neither school board nor public fund.

It may be allowable here to say that Pike's Arithmetic left the printer's hand in the year of Ohio's first permanent settlement; and that Lindlay Murray's Grammar was published in England while George Washington was president of the United States, though its author was a Pennsylvanian by birth. This book, in common speech, whatever its merit or lack of it, is almost synonymous with grammar, pure and simple; and its author's name even crept into rhyme, as shown in the following bit of pleasantry copied from a traveler's autograph book in a hotel among the Alps:

Mont Blanc is the monarch of mountains,
They crowned him long ago,
With a diamond wreath and a robe of cloud
And a coronet of snow.

— *Byron.*

Mont Blanc is the monarch of mountains,
They crowned him long ago,
But who they got to put it on
I'd really love to know.

— *Albert Smith.*

I know that Albert wrote in a hurry,
To criticise I'd scarce presume,
And yet I think that Lindley Murray
Instead of "who" had written "whom."

— *W. M. Thackeray.*

What is true of scores of other towns in Ohio is true of Marysville; the history of education for many years after its settlement is not a matter of record. The smoke ascending from its first cabin proved to the wayfarer that below there was a home not a school.

Four years thereafter, in 1822 or 1823, Mrs. Silas G. Strong taught a little private school of ten or twelve pupils in her own home, using as texts such books as chanced to be in the dozen houses from which the children came.

The first court house was built in 1822 and for some years schools were housed therein, however Marysville was not to be without the poetic vein brought into its early educational story through the log cabin school house. The first

house erected for school purposes was a frame building into which the school moved from the court house in the fall of 1831.

Directly after the school law of 1838 there were "three public schools," two of them in the basement of churches, in one of which Charles Sanders taught and introduced a spelling book already published by himself. He afterwards published a series of readers which had a wide circulation.

The law of 1849, which appears to have been promptly adopted "became a new and active stimulus in the minds of the community." Mention is made by the compiler of the sketch in 1876 of the "adoption of the Union School System in 1860." The law of '49 must have already done this. "A single school district" is the phrase, and the district had its six directors and its own examining board. A large commodious school building was erected in 1862 and all the schools brought together.

The first school in Defiance of which the reporter could find any trace was conducted in the winter of 1824-25 by William Seamans. The second and third schools were taught by Brice Hilton, the tuition fee ranging from \$1.50 to \$2.50 for the quarter. Besides this the only regular expense was for fuel, this being very slight especially if the teacher cut the wood himself. The statute of 1825 made little, if any change in the condition of school affairs, according to the witness. This must have been from a failure of the township trustees to district the township, or of the people of the district to employ a teacher and to keep a school therein:—Section 15 of the statute of 1825.

The first school house was built by subscription. In most regards it was in the style prevailing at that period. Something of a novelty appears in the following paragraph:—"The chimney was built of clay and sticks, and being on the outside of the house, resting on the ground, the logs of the building were cut away sufficiently to give access to it. The ends and parts of the logs thus exposed to the fire were then plastered with clay. In spite of this protection, however, it not infrequently happened that the exercises of the school were suspended a few moments for the purpose of extinguishing the burning jambs. This school house was the school house of the place till about the year 1836, when it was abandoned, and the school moved to the lower story of the court house." Lingered about the place, the only incident now afloat is that in this very modest building Chief Justice Morrison R. Waite made his maiden speech to a court and jury.

A second school house was built as the result of a meeting of the townspeople in 1841. There was now a board of three directors and a board of examiners.

The graded school system under the law of 1849 was adopted by the citizens of Defiance in 1851.

The object of the founder of Oberlin was to establish a school—not a town. In connection therewith there was a primary school in 1834, while the first "common" school was taught in 1838 by Miss Anna Moore. This school

seems to have been an itinerant, settling for a term wherever a vacant room could be found.

When the first school house was building, some persons considered it a step forward; others, an unwarranted piece of extravagance. No other school house was built till 1851, although, in the twelve years, the number of school youth tripled. Every room and shop that could not be used for any other purpose was converted into a school room. Under such conditions it would be strange if the schools were efficient.

The searcher among the records wrote in 1876: "I find many reports, during the first ten years, signed B. Pelton, Superintendent of Common Schools. What the office was during those years, I am unable to determine. Judging from his reports, I should conclude it was that of general censor." The names of two of this officer's successors are given and then: "The superintendence of these gentlemen extended over all the schools of Russia township." Very naturally, as under the law of 1838, Section 21, the township clerk was "Superintendent of Common Schools within his township."

The building of the new house met with much opposition, although there were more than four hundred pupils in the district, with but one school room. In 1854 the schools were reorganized under the law of 1853, but in 1860 a change was made to the form of organization laid down in the law of 1849, with its board of six members, its board of examiners, and its close grading of pupils.

There seems to be nothing known about the early schools of Jefferson county, though the county is considerably older than the State, and settlements were early made therein. The historian of 1876 begins with the minutes of the directors of the town of Steubenville in October, 1838, making note of action taken that was a fruit of the School Law which took effect April 1, 1838.

A resolution was passed that a meeting of the qualified voters be held at the court house, for the purpose of proposing to raise a tax to build a school house or schoolhouses. The result of the meeting was the building of two brick school houses at an aggregate cost of \$4,000. Each was two stories high, and designed to accommodate two hundred and fifty pupils. The houses were filled very soon after completion.

One of the early county institutes was held in Steubenville. The book agent, as well as the school master, was abroad in the land. A rule was passed prohibiting his visiting school rooms in a professional way during school hours.

Another rule, which afterwards grew into a statute, prohibited a change of a text book till after five years from its adoption.

One of the nation's eminent school men, Dr. Eli T. Tappan, filled for a while the position of superintendent of the schools of Steubenville.

An act was passed by the General Assembly of 1824-5 for the regulation of the schools of the State. It provided for an election of three directors in

each School District, and authorized a levy of one-half mill upon the dollar to be appropriated for the use of common schools. Under this act, schools were maintained in this township for a few months in the year, seldom taught by the same person for more than one term. Select schools were started from time to time, and received more or less patronage.

The acknowledged necessity of securing better accommodations for the public schools, and giving permanency to those of a higher grade, led the friends of education to secure the passage of the special act of February 21, 1848, under which the Massillon Union School was organized.

So well adapted was this law to the purpose for which it was framed, that no alterations were deemed necessary, and no change was afterward made in it. The schools were continued under this special act until the law of May 1, 1873, was passed.

The present — 1876 — Union School House was erected in 1847-8. It was planned and built without the advantage of experience in such matters, but was considered at the time, to be the most complete structure erected in Ohio for graded school purposes. It has since been refurnished and is still in use. This excellent fashion of permanency was set by the people, in keeping for a long series of years the very best men in charge as directors and members of the board of education, and followed by the board in its dealings with the superintendents and teachers. A single illustration of the latter statement is the fact that the present school commissioner, Hon. Edmund A. Jones, served as superintendent from 1869 to 1873, and again from 1875 to 1903. Among the other Massillon names written high in the roll of Ohio school men are Lorin Andrews, Thomas W. Harvey and Charles R. Shreve.

This bit of heavy shading is contributed by a Jackson county examiner for our flashlight picture of a school master and his environment, now over two quarter centuries away. We do not infer that it describes all of the profession in any neighborhood, or that all whom it fits "amazed the gazing rustics ranged around" in any county. "Twenty-five years ago, in this county, a teacher was regarded as of less importance to society than a barkeeper or a showman. The tri-weekly advent of the stage driver, who aroused the sleepy village with his horn, was a matter of more moment than the common school, and the driver a much greater hero than any poor pedagogue whose ragged pupils ran to look through the missing window of a log shanty, improperly called a school room, to hail and greet this pompous Jehu, whom they admired, and whose exploits they deemed the wonder of the age."

In the good county of Darke we have seen the rude log cabin (erected by the "settlers" of a neighborhood in some central locality, and occupied by a "teacher who could read, write, and cipher to the single rule of three," who taught

for ten dollars a month and "board around") give place to neat frame or hewed log houses built near the center of school districts of two miles square.

After building houses of this latter class, the people became more particular about the character and qualifications of their teachers. Those of a more liberal education were employed; must be able to "*do every sum in Talbott's Arithmetic*," and if he knew something of Park's or Smiley's arithmetic, was classed as *first* of teachers. It was our good fortune at times to secure a teacher who had, in addition to the above, a limited knowledge of English grammar and geography, yet not enough to dispense with the services of an itinerant teacher whose portrait is drawn in such cruelly strong lines by one of the orators quoted in the account of the College of Teachers, and who generally supplied the demand of the *few* who wished to study these *advanced* branches of education, in thirteen night lessons. The average wage of teachers in those days was from fifteen to eighteen dollars per month, and board themselves.

These log and frame houses are now fast disappearing, and, in a majority of the districts in Darke county, substantially built and well furnished brick structures have taken their places. In Greenville, our county seat, we have a magnificent union school house, equal in every respect to any in the State. After we have time to get the shrubbery started and the grounds properly improved, we will have an institution to be proud of.

The "want" of our county is a higher grade of qualification in our district teachers. This we have been laboring for, but as yet have not got to the point of perfection that our architectural improvements demand.

CHAPTER IV

SCHOOL LANDS AND SCHOOL FUNDS

SCHOOL LANDS AND SCHOOL FUNDS

FOR the purposes of this book there is no call to go into a careful detail of the descent of the title to some thousands of square miles of the earth's surface through Indian, French and English ownership; its cession, "sight unseen," to Virginia and Connecticut; the yielding of it, with the great territory in which it was but a patch, to the General Government of the United States,—or, rather that there might be a United States; its donation to the new State beyond the river in trust for the support of schools.

Until the ceding of their outlying territories by the claimant states the General Government could have no land system for it had no land; but the act of 1785 began to open the door to the coming settler with his children. These government lands, laid off into townships six miles square by means of parallels and meridians, to any buyer who wished a square mile were to be sold for one dollar an acre, with the exception of one square mile, hit upon with geometric impartiality, and no eye to its fertility or its scenic prospect or its value in the future market. In the statutory way of counting the sections of each original surveyed township, it was "No. 16." The historic surroundings at its original donation have been described by the pens of many ready writers.

Viewed from one side no great pitch of laudation is due the Federal Government for these donations. It was almost sure to be a good business transaction, and, then, to be considered is the large aggregate of taxes which Ohio bound herself not to collect, but which, indirectly, would find its way into the Federal territory. But the leaders in these complex matters planned wisely for the new commonwealths which should in the future occupy the great Northwest, they walked in a path along which it would seem that a Hand wiser than they had fixed the guide-boards, so glorious was the destination to which it led.

To the thoughtful reader, passing in imagination along the trail trod by those who fashioned things, or tried to fashion them, for us, it is pathetic—"tis wondrous" pathetic—to come upon the contrast between the lofty flight and the ground fall of their hopes clinging about these imperial gifts. The Constitution itself speaks: "No law shall be passed to prevent the poor, in the several counties and townships within this State, from an equal participation in the schools, academies, colleges, and universities within this State, which are endowed, in whole or in part, from the revenue arising from donations made by the United States," and so following; while the first governor of the commonwealth, congratulates the Legislature, and through it, the State, upon advantages springing from donations of land to erect and endow universities and other seminaries of learning, "superior to those which, perhaps, any other country can boast of." The round log cabin school house may not, in the mind's eye of the governor have reared its mud chimney among the bell towers of the "seminaries of learning," but the voice of the Constitution is that of a sovereign,

reaching from the throne to the border, for the ear of the high and the low, and the door of the royal treasury wide open.

In 1809 another governor is speaking, and, as we pass, we hear attention called to the state of our seminaries and schools of education, and the assurance given, while the figure of Aaron Burr falls upon memory's curtain, that "where the means of education are extended, and the great body of the people are enlightened, the arts of designing and ambitious characters can never succeed in undermining the liberties of the country." This is an episode, but the next year, Governor Huntingdon admits that he is well aware that the state of the funds will not permit much assistance to be given to the schools. He clearly doubts that the most effectual means have been taken to make the lands appropriated by Congress for the use of schools subservient to their purpose. After yet another ten years, an honored citizen of Cincinnati, Nathan Guilford, he who secured the passage of the school law of 1825, bore witness: "The funds arising from school lands will not be sufficient to educate properly one child in ten."

But why were these high anticipations so utterly cast down? Causation is ever complex but the judgment of innumerable witnesses approves Governor Huntingdon's doubt. When the "sinews of this war" of knowledge and virtue against ignorance and vice were needed, the effort made to get the same in hand was a system of leasing, the story of which is a perplexing, and not very profitable study. It is not retold here. After the initial law, in 1803,—a passage of the first section is quoted in the chapter on School Examiners, page —, — there was a succession of changes relating to amounts, prices, relettings, revaluations, improvements, commonly in favor of the lessee. It is related somewhere that as the General Government was offering land in fee simple at so low a price, if a settler had any money he would rather buy and improve for himself and his family than lease and improve — if he improved — for the township.

In relation to this manner of seeking a revenue from the school lands Dr. Eli T. Tappan wrote: During the years of various and conflicting legislation for leasing the lands, those who made the laws were becoming convinced that any system of leases was bad.

If the first chapter of the dealings of the trustee with its important trust must be closed, men asked, what next? If leases are bad, what promises to be better, even good? Naturally, sales. And the Legislature began to prepare the way in 1823 by enacting that any leases of school lands, surrendered, should not be renewed for a period longer than one year. But had the State trustee the right to put the lands absolutely out of its power by a sale in fee? To determine for all time the question of authority to sell the school lands, the General Assembly in 1824 memorialized Congress, setting forth the affirmative view in a series of clear and logical statements. After reciting the story of cessions, donations and reservations, the writer of the memorial claims that it was the intent of the parties to the compact that one thirty-sixth part of all the lands in the State of Ohio should be granted to the people thereof for the use of common schools, and they should be placed under the control of the Legislature, although in the grant of the six miles reservation, including the Scioto Salt Springs with what

follows, there is a proviso that the Legislature shall never sell, nor lease the same for a time longer than ten years; but mention of the Legislature is not made in the grant of Section 16. Indeed this failure on the part of Congress to name the Legislature when declaring that the title to school lands should vest in the State, and not in the people of the townships, was urged as a grant of the authority to sell; that the failure to deny, permits.

The paper does not fail to claim that the State of Ohio had rendered a full equivalent for the school lands; that the grants being made to the people of the State of Ohio through the medium of the Legislature for the use of the people, no limitation can serve any end except as an argument against diverting from its legitimate purpose any fund arising therefrom.

The Legislature of the State of Ohio is in all respects sovereign, within the Constitution, and its capacity to do any and every act in relation to property which its citizens hold in common, is necessarily implied. The United States did not reserve any beneficial interest, and having received a full equivalent there is no possibility of reversion and any power of control is not a fair inference.

The Legislature, though believing firmly in its own right, asked that any possible denial thereof be met by a declaration on the part of Congress; and it was shrewd policy to ask Congress also to direct in what way the Legislature should invest the funds derived from the sale of the lands, and conditioning the sale of Section 16 upon a vote of assent by the inhabitants of the original surveyed township in which it was located.

So far as the oft-named Section was concerned Congress vouchsafed no reply, though in the same year the memorial was submitted, the condition was released that prevented the sale of the "six miles square" and the two sections of salt lands, but the proceeds must be applied to "literary purposes."

In 1827 the General Assembly put its theory about its own sovereignty into practice. The assessor of a county in which an original surveyed township was located was to provide himself with a book, and it in hand, traverse the township and call upon every white male inhabitant, provided there are twenty of them over the age of twenty-one, and request him to write himself down for or against a sale of the township's school land. His right to vote did not depend upon his being a citizen of the United States, but he must have resided a year in the township. This precaution would lead to the belief that no species of "colonization" is a modern invention.

Under the act, a man's right to vote and the legality of his vote after he had given it could be very closely scanned.

The assessor reappraised the value of each section to be sold, with any improvements, and it was not to be sold for a less price.

Those who had already made leases were allowed to surrender them, and on paying the former appraisement receive a deed in fee simple, though the value might be several times what he must pay. Samuel Lewis, in his first annual report, said that he had knowledge of lands worth fifty dollars an acre being deeded to the lessee at six dollars. They are charged with committing "waste" on the timber lands, and Eli T. Tappan found the reason for the legislation just referred to constantly in the interest of the renter rather than for the

good of the school fund, in the pernicious influence on legislation exerted by the tenant element. We have already learned the opinion of at least one of the Ohio Governors about these same pioneers of the "unpaved districts." The fact seems clear that they retained no advocate, and their descendants to the present day seldom send a lobby to the General Assembly to plead the cause of education, to their own hurt.

One moment for review while we recall that the first schools were subscription schools; no statute for their regulation was needed. The Territory and, after it, the State, had no money invested. These schools did not all, as a matter of course, shut their doors, and the teacher cease to go his quiet round in search of pupils when the public, the state, came, a rival, into the business, by authorizing the establishing of schools over which it would exercise some measure of control, and among which it would distribute any school funds which should come into its strong box. Reference to the sources of these funds has been made, the failure of the leasing system, and the beginnings of legislation looking toward the sale of the school lands.

Besides the law providing for the sale of section sixteen, the legislature, in 1827, passed two other acts concerning the sale of the school lands of the state:

1. To provide for obtaining the consent of the inhabitants of the United States Military District to the sale of lands appropriated to the use of schools in the District, and to authorize the lessees of lands therein to surrender their leases and receive certificates of purchase.

2. To enable the inhabitants of the Virginia Military District to give their consent to or dissent from the sale of lands granted by Congress for the use of schools in said district.

As in the townships owning a section, so in the United States Military District, the votes of all the white male inhabitants were taken by the assessors on their rounds. In the Virginia Military District the vote was taken at the ensuing fall election. Some townships voted to sell, and the majority ruled the same way in both the Military Districts.

The next step was, of course, directions as to the mode of selling. By legislative enactment the method of conducting the sales in the two Military Districts was similar to that already provided for section sixteen. The county auditor, being furnished by the auditor of state with a list of all the lands whose sale was ordered, caused the assessor of the county to make a true valuation thereof, "in money." The day of coonskins and other such mediums of exchange was by, and men must think, at least, in dollars. In making his estimate of the value of the west half and the east half of each quarter section the assessor weighed all the "local advantages," conditions which, aside from the fertility of the soil, the size of the clearings, the possible "waste" done upon the timber, would make it meet favor in the eyes of the seeker for a home. He noted also and added in, the value of the improvements. His report to the auditor of the county included the same items concerning town lots and their subdivisions.

The auditor's next duty was to make a true copy of this report and send it, retaining the original, to the capital of the State, "by the Messenger" of the

auditor who shall be employed to collect the duplicates of taxes of the current year.

When an order so to do came from the state auditor, the county official advertised a sale and duly attended at the court house on the day set and offered at auction each "piece or parcel," the terms being one-fourth down, the balance in three equal annual payments without interest. This applies to the sale of section sixteen, not to the sales of the Military District lands. At the above auction, if the highest bidder did not forthwith pay the first one-fourth, the auditor without delay offered the parcel again "as if no bid had been made thereon," and this time, no bid from the person who had just failed to make good his word was received, nor a bid from him for any other tract, nor could such "delinquent bidder" buy at private sale the object of his empty bid. In plain pioneer English he was *persona non grata*.

In the long march of civilization one exceedingly prosaic but very important task for some of her promoters, is the reclaiming, the calling back from their state of commingled land and water, certain tracts called "swamps," but indefinitely described by the term. The proportion of the elements varies to a wonderful degree. The commercial value of a swamp may be slight or zero; it may be very high. The price does not run with the worth. Much depends on from which side of the landscape the view is taken.

If the foregoing, "any meaning, any relevancy bears," it is due to a law of Congress, made in 1850 and supplemented soon after, donating to the western states a vast extent of scattered swamp land. Ohio's share in this dividend of 62,428,413 acres was but little more than 25,000 acres — so small a portion that it does not appear in some accounts of the transaction — while a neighboring state received over one and a quarter millions. Where were Ohio's statesmen then? Or did the nature of the land have to do with it?

The General Assembly of Ohio, in 1853, provided for the appraisement of the lands in their wild state, and then for the letting the contract for draining, in each county where these swamps were, to the lowest responsible bidder, his bill for reclamation to be paid from sales of the land at the appraised value; any lands, not sold to pay for drainage, to be reappraised and sold. After all costs were paid, if there were anything left in the county treasury, of this fund, "it shall be paid into the state treasury for the use of schools." The sum of \$24,772.09, the result of the sales of swamp lands, was in the state treasury January 1, 1904.

THE IRREDUCIBLE DEBT

January 30, 1827, a fund for the support of common schools was established. Of this fund the Auditor of State was made superintendent. It was to consist of all the moneys paid into the treasury from the sale of lands donated by Congress for the support of schools; also any donations, legacies, and devises that may be made to the fund. The faith of the state was pledged for the payment of the interest at six per cent to the various counties and districts to which it is due. It is permanently borrowed, therefore the debt can not be made smaller, hence the name. As the result of the sale of section sixteen this portion of the

debt on January 1, 1904, amounted to \$3,415,032.64. From the sale of the United States Military Lands at the same date was something in excess of \$7,000.00. From the Virginia Military Lands, about \$12,000. The aggregate is a large sum of money which the General Government owes to the schools of Ohio, but across the back of the note is the broad endorsement of the Constitution: The principal of all funds arising from the sale or other disposition of lands or other property granted or entrusted to this state for educational or religious purposes, shall forever be preserved inviolate and undiminished.

The school law of 1838, so often referred to, was the first law to authorize a tax for the purchase of a lot on which to build a school house. Before that date, the lot was purchased by subscription, or, perhaps oftener, was a gift to the district. For many years the notion prevailed that a large part of expense of conducting a district school should be met by contribution.

The state common school fund was increased by "the interest on the surplus revenue," and in other ways, to the amount of two hundred thousand dollars per annum, any lack in the designated sources to be made good by the state. This fund was distributed to the counties in proportion to the number of white youth between four and twenty years of age, not in proportion to the number of "families."

This "surplus revenue" suggest a rather unique transaction, the looking of a gift horse in the mouth very scrutinizingly, that is, if appropriations by the General Government to the people shall be called "gifts," which they are often termed, but are not. The surplus revenue was a sum of money, \$42,000,000, under the above name, in the United States treasury. Governor Joseph Vance denied the aptness of the term, "revenue." It is, in reality, the avails of our great land capital converted into money, and not *revenue*, which is the ordinary income of a country from imposts and taxes on her property, her trade, and her business. Thirty-five millions of the balance now in the treasury of the United States has arisen from the sales of the public lands, since the payment of the national debt for which these lands were pledged. This sum, at least, is the inheritance of the people, originally gained by the toil, and suffering, of their revolutionary fathers.

To prevent this large sum, as it seemed then, from lying idle, Congress in 1836 passed a law declaring that the money which shall be in the treasury on the first day of January, 1837, reserving five millions of dollars, shall be deposited with the states, a loan almost surely permanent but with a remote contingency upon which repayment should be asked. The several states were to guarantee the safe keeping, and return if called upon, each, of its own share.

Governor Lucas saw no impropriety in Ohio's receiving her portion of this surplus and making immediate application of it to permanent purposes within the state, and considering that it was the property of the people, and that rich and poor alike had an equal right in it, he had thought much upon the question, what plan will equally distribute its benefits?

He recommended in the most express manner the making of it an irrevocable common school fund, the state to become the trustee thereof, with authority to

place it in secure investments, and, annually, distribute the interest or dividend among the counties in proportion to the number of children.

Though many men were of Falstaff's mind on the disagreeableness of "paying back," the state accepted its proportion, \$2,007,260.34, and by the act of March 28, 1837, distributed it among the counties to be loaned on good security and the income applied as the enlightened Chief Magistrate had advised. A little of it dribbled down into the treasuries of some of the early county teachers' institutes.

It may not be inappropriate to relate here that of the twenty-six states which then constituted the American Union, sixteen, wholly or in part, added their portion of this surplus to their school fund, or began with it such a fund, if, till then, one were lacking.

A number of the states which had, like Ohio, lent their share of "surplus revenue" to the counties to be lent again at a somewhat higher rate, the counties to be profited by the difference, but Ohio, in a few years called in this fund for the satisfaction of debt due to contractors on the public works of the state. There was a balance, the interest upon which, for a brief time, was placed in the State Common School Fund and found its way back to the counties, but soon this balance went to the General Sinking Fund.

The beginning of taxation for school purposes and the manner of it were mentioned in the chapter upon school districts in connection with the school act of 1821. The exemption from taxation of the property of non-residents was not continued. The act of 1825 made it the duty of county commissioners to levy a tax of one-half of a mill for the maintenance of schools in their county—a county tax. The meeting of householders that had power to select a site, not to buy it, for a school house, and provide means to build it have resort to this fund, while the teacher was paid, so far as it would go, from the revenue derived from donations made by Congress, and if that were not sufficient, the directors gave him a certificate attesting his claim to a balance of wages, which certificate he presented to the auditor. If it did not exceed the balance of the district's dividend of the county tax, the auditor honored the certificate by an order on the treasurer. The county tax had been apportioned among the districts in proportion to the *number of families* in each.

The law regulating the mode of supplying fuel varied almost from year to year. In 1834, it would have the parent or guardian provide fuel, but no penalty appears to have attended his failure to do so. In 1849, in case of such failure, the directors furnished the fuel and collected the price from the delinquent.

An act supplementary to that of 1825 had authorized the directors to levy a special tax not to exceed three hundred dollars, for building or repairing a school house, having the assent of three-fifths of the householders present at a meeting officially called, but the potent voice of the non-resident tax payer is heard in an enactment of a semi-decade later, which limited the tax to fifty dollars unless one-third of the property subject to taxation in the district be owned by persons residing therein, and so on with a sort of parallel increase till two-thirds of the property, speaking through its owners could levy the afore-said three hundred.

By an act, February 10, 1829, the rate of the county tax for school purposes was changed to three-fourths of a mill; one and one-half mills in 1836; two mills in 1838; in 1839, the commissioners were authorized to reduce the tax to one mill, but to their credit it is recorded that not one county in five made the reduction that year. Whether the commissioners had learned of their privilege the deponent said not. The rate had further reduction but without diminishing the proceeds, owing to the advancing valuation of property. In 1851 this financial mercury stood again at one. The code of 1853 left it out entirely. This tax was a county tax only in that the county commissioners had certain control over it, a restricted discretion as to the rate and the division of the fund among the townships, assigning to each the amount collected therein. It was, in fact, a township tax.

In the great reorganizing act just mentioned, which, in the townships, made the districts to be sub-districts, the board of education was required to make each year an estimate of the money needed for the buying of sites for schoolhouses, for repairing or building schoolhouses, for all purposes other than the payment of teachers, and to certify their estimate to the county auditor. It then became the auditor's duty to assess the amount named upon the taxable property of the township, or, rather, the township district.

The board of education, if it were adjudged necessary or desirable to establish a central or high school, was authorized to make an estimate of the probable cost, and lay a statement of the same before a specially called meeting of the voters of the district. This meeting determined all important questions, such as the tax levy and the location of the schoolhouse. A tax not exceeding two mills could be levied by the board for the payment of teachers in this central school, and for the prolonging the sub-district schools after the state funds were exhausted.

By an amendment in 1857, if the "estimate" above referred to exceeded two per cent., the matter must be referred to the voters.

A line which would graphically represent the changing rate of local tax to 1873 would move down and up with three mills for a base, but in the year named, in obedience to that trend in governmental affairs away from the people to the agents thereof, the powers and duties of boards of education were considerably amplified, and that they might have means at their disposal to do the things required they, other boards and township boards, were authorized to demand of the proper county officer a levy of not to exceed seven mills on the dollar of the taxable property of their respective districts. This was a substantial advance, for immediately prior to this act the maximum tax levy in township districts was three and three-fourths mills; in other districts five and one-fourth mills.

A board of education by this law of 1873 might borrow money and issue bonds therefor for the purchase and repair of school property, but not, in this, go beyond two mills. Such action requires a vote of a majority of the board, not a majority of a quorum.

If, in the opinion of the board, more money must be raised by taxation than can be raised by the modes here indicated, to purchase a site or build a schoolhouse, the question of the loan, bond issue and tax had to be submitted to the

voters of the district, the only instance of such submission of a tax query demanded by the statute of 1873.

Since the law of 1853 all special sources of revenue were discarded, and it was enacted that: For the purpose of affording the advantages of a free education to all the youth of this state, the state common school fund shall hereafter consist of such sum as will be produced by the annual levy and assessment of two mills upon the dollar valuation. The rate was changed the next year to one and one-half mills. It has continued to decline; from 1871 to 1902 it stood at one mill, and at the latter date was fixed at ninety-five hundredths of a mill. While the proceeds in the aggregate sound like a duke's ransom, divided over the Commonwealth they contribute annually toward the education, the fitting for American citizenship, of each boy and girl the munificent endowment of less than two dollars. "The property of the State" is imperial in its immensity, but the careful adjustment of the *rate* puts the State's share in these great partnerships to shame in the presence of the fund collected from the local assessment in the township furthest back.

The Commissioner's report for 1903 indicates the following rates of taxation for school purposes: State tax, ninety-five hundredths of a mill; Average Local Tax, township districts, five and eighty-five hundredths mills; separate districts, eight and sixty-six hundredths mills. The State tax is now — 1905 — one mill and will so remain unless changed again.

CHAPTER V

SCHOOL DISTRICTS

SCHOOL DISTRICTS

SOMETIMES when speaking of a State the speaker means a great extent of land bounded by imaginary straight lines or material crooked lines.

A learned judge and poet asked himself a question to which his answer was: "Men who their duties know, but know their rights, and, knowing, dare maintain, these constitute a State, and sovereign law, the State's collected will, sits Empress"; the last essential, standing for organization into one whole with some form of government.

Coming from large things to small, we may make in plain prose similar assertions of a school district — it is the stage and the players. The immediate servant of the people, the exponent and the executive of their collected will, is a board of directors or of education. The material district is the smallest unit in the common school geography.

The Legislature of Ohio, in 1803, April 15, enacted that the lands granted for the support of schools in the several parts of the State shall be let on lease for the purpose of improving the same and thereby rendering them productive, that the profits arising therefrom may be applied to the support of schools. Ohio was but a few months old at this date.

The first suggestion of districts in the future occurs in an act passed in 1806. The commissioners of the county were required, as soon as there were twenty electors in any original surveyed township or fractional township, upon the application of those electors, to fix the time and place for the election of three trustees and a treasurer, who should by that act be incorporated and should hold their office for two years.

These trustees were empowered to lay off the township into proper divisions and to change these when it seemed best, "for the purpose of establishing schools therein," and each division was to receive, according to the number of its inhabitants, a dividend of the profits arising from their section reserved for school purposes.

Let it be noted that in these "divisions" there were no directors; in the county no examiners. There were, as we know, in course of time, divers round-log and hewed-log houses, built by the neighbors or rented from some growing individual who had a cabin to spare.

In 1817 an act was passed which outlined a method by which six or more persons who should have associated themselves together for the purpose of establishing a school and building a schoolhouse, or establishing a library, might obtain letters of incorporation. The fact that "the property to be owned by the association, except philosophical and mathematical apparatus, books, maps and charts, shall at no time exceed the value of ten thousand dollars," would seem to expect for it an exceedingly local application. Before this law these corporations were each created by direct act of the legislature.

Four more years passed, and a statute was enacted which embodied a faint resemblance to a system of public schools. In this law of 1821, "for the regulation and support of common schools," the trustees of the civil township were required to notify the electors that at the next township election they shall vote for or against the organization of the township into school districts. If a majority of the votes given by "householders" shall be in favor of organization the trustees must do this laying off, or part of it, within twenty days. The districts were not to contain more than forty householders or less than twelve. It is to be noticed that the voters must be householders — no provision as to sex or citizenship. Rules are laid down for the best manner of this districting; even a district, described but not named after the fashion of a later generation a "joint sub-district," was here provided for.

On the first Monday of May the householders in each district met in the township at some place agreed upon, and when so met, if they numbered ten, they elected three of themselves a "school committee" for the district; also a collector, who should be treasurer, and a clerk to write local history of the official doings of the committee, and to make out tax bills — short words, but with a long and great sequence. The committee were authorized to cause the erection of a schoolhouse in some convenient place, upon a piece of land not more than two acres in extent, which had been donated for this pious use, or which the householders, with the aid of any other person so minded, should furnish the small sum needed to buy. But as two-thirds of the householders must have previously agreed upon the erection of a schoolhouse the function of the School Committee seems to have been that of a building committee. Should a sufficient sum for the purchase of a site not be forthcoming from the sources named, the committee could supply the lack from the sum raised by taxation; for the property of all persons residing in the district, if such property were in the district and liable to taxation for State or county purposes, was liable to be taxed for the purpose of erecting a schoolhouse. This tax was not to be greater in any year than one-half the amount that might be levied on the same objects for State and county purposes.

Besides the two uses to which these early taxes were to be applied there was a third; namely, to make up the deficiency that might accrue from the schooling of any children whose parents were not able to pay their proportionate share of the teacher's wages and of the current expenses of the school. The inquest into this inability must have been as uncertain in its results as it was disagreeable to both parties. The exemption would, human nature being a tolerably persistent thing, be less likely to hinge upon inability to pay than willingness to bear the unpleasant name arising from the matter. One writer touching upon the matter infers this as the result: "to deprive the children of the poor of all school instruction. Pride acted as an effective bar to prevent the acceptance by the poor man of school privileges which were grudgingly paid by his more prosperous neighbors." But if the lessees, and they must have been among these plain people of the townships, deserved the compliments they received from governors, memorialists and school superintendents, motives, other than pride may have kept

their children from school. The writer's experience in dealing out text-books at the cost of the district to the children of indigent parents is illuminating.

The gathering in of the taxes and the assessments upon parents and guardians was the work of the collector. He was allowed as compensation for his services to retain two per cent. of his collections. No other person on official duty under the act was paid any fees or compensation. Rentals, if any, from Section 16 were paid by the township trustees to the treasurer of the district. This possible sum, very small at greatest, was all the money for the support of the district school not directly from the pockets of the people of the township. Property in the district belonging to an absentee paid no tax. The only suggestions of *community* were the share of Section 16 and the free admission to school of the children of any person not able to pay tuition. In section ten of the statute it is made the duty of the School Committee "to employ a competent teacher or teachers"—that unkindest verbal cut of "hiring" was happily not in use. Of all their functions this was the most vital. The house might be log and the logs might be round; the seats might be slabs with the bark on; oiled paper the skylight; mammoth "chunks" of wood the fuel; the earliest printed and most indiscriminately adopted school books the "Course of Study;" but if the School Committee employed "a competent teacher," in the somewhat broad interpretation of that phrase, they had a right to expect a school. But with all the conditions reversed, however fair the outward show, the "notes almost divine" of true education, of right character building, of proper training for citizenship, were not there sung. The school was naught.

In Governor Morrow's message to the legislature transmitted on the second day of December, 1823, there is a passage relating to the law we have been considering: "The act of the 22nd day of January, 1821, 'for the regulation and support of common schools,' contains the general features of a system calculated for that purpose. But however well the provisions may be adapted to the purpose, they are rendered nugatory by the option given to the electors in the several townships to give them effect or not, as they shall by their votes determine. Was this act made positive, and in some other respects modified, we should have a system in force—perhaps not perfect—for the regulation of common schools which could be further improved, as experience under it should point out its defects."

To gain clear conceptions as to the evolution of school districts to what we see them at the present day, let us discern what advances and slips backward were made in the act of 1825, which piece of legislation the student inclined to be merry could say came by water, as it should not have arrived but for the aid of the canals.

In his report accompanying the bill Mr. Guilford reminded the Assembly that in cities, towns and villages schools always exist, while only free schools have ever succeeded in diffusing education among the mass of the people who cultivate the soil. This system, scattering schools in every neighborhood, is within the reach of every farmer, and freely offers to the poor tenants of every cabin the means of instruction.

But the speaker did not have Ohio in his mind. He continued: "In New England, where this system has prevailed ever since the first settling of the country, it is extremely rare to meet with a person of either sex who can not read and write. A taste for reading and a desire for further information is thus created, and in almost every town and village a respectable circulating library is to be found."

The preamble to this new act points with solemn gesture to the state constitution, which repeats the exalted declaration of the Ordinance and lays a duty upon the legislature to give it effect: "It is provided by the Constitution of this State that schools and the means of instruction shall forever be encouraged by legislative provision."

While some of the steps forward denoted a sturdy stride, the words of the law affecting the formation of districts were very few. The other matters — taxation and examiners — shall fall into their own places.

The householders are not called upon for "yea" or "nay." "It shall be the duty of the trustees of each incorporated township" — civil — "to lay off school districts." Joint districts are also provided for, each township to contribute in proportion not to the number of pupils sent to the schools, but to the number of *families* belonging to its part of the district. "One or more inhabitants" of a district could call a district meeting by notifying all the householders of the time and place, and if one-third were present it was a legal meeting. It must organize, choose a clerk, elect three directors for one year and until their successors are chosen, "determine upon the site of a schoolhouse and provide the means of building the same." The marked feature of this bill is the number of times the permissive "may" has withdrawn before the imperative "shall."

But even when the "powers that be" grow imperative it seems to be a trait of the Anglo-Saxon character to look behind the word to see what act is suited. Suppose we do not heed, what is the penalty? In the case before us, if the trustees did not take the initiatory steps the township received no share of the money collected for school purposes. If the misfeasance covered five years the auditor must divide the accumulation among the other townships of the county which shall have been laid off into districts. If a district laid off shall fail during three consecutive years to employ a teacher, "and keep school," the auditor must divide its share of the school money among the other districts which did employ teachers and keep school. These involuntary contributions for the benefit of others would naturally beget a purpose to change their local managers. Supplementary legislation authorized a special tax not exceeding \$300, to be levied by the directors for building or repairing a schoolhouse, provided three-fifths of the householders present at a meeting should agree thereto; and where there were more than thirty householders in a district ten were made a quorum of the district meeting.

The school law of 1838 required that a township school map should be made by the trustees showing the district lines for the use of the township clerk and auditor of the county, and before making alterations therein at their annual meeting they must post public notices of the changes proposed in each of the districts to be affected. The "voters present" at a town meeting may transact all the

ordinary business of the district, including the election of three directors to serve for the ensuing year.

The law-makers, or the pedagogic prompters of the law-makers, seemed determined to make organization so easy that it should not fail in the very door; though this need of an automatic machine, with other symptoms noticed elsewhere, denotes an apathy easy to reconcile with an exceedingly moderate demand for schools on the part of the "rising generation"—to use a phrase 'favorite among the Ohio governors—and with no ardent desire for an office with no pay or perquisites attached.

The clerk must be selected from the directors and be also district treasurer. In section 8 occurs, it seems, for the first time, the term "sub-districts." It is here applied to the parts into which the directors may divide their district. Signs of a more intimate relation of the directors with their school begin to be. They were to make rules for the government of the schools; determine "what ages may attend" the different schools, the school age extending from four to twenty-one, and the number to be assigned to each teacher. They must select the studies to be pursued in each school and see to it that reading, writing and arithmetic shall all be taught in the English language; which clause was not, however, to be so construed as to forbid the teaching of any other language as a branch of study.

Each year, before the election, the directors should make to the township clerk a full financial report, along with other statistics necessary to an understanding of the condition of the schools, and what return was had from the money expended.

In case a district does not elect directors, or, elected, they refuse to qualify or discharge the duties of their office, and when the township superintendent may have appointed others to fill the vacancies, and they refuse to act, it was the duty of the superintendent to "proceed to said district" and take upon himself the duties assigned to the board, such as employing teachers and assessing taxes; and he was allowed a reasonable compensation for his services as substitute for a board of directors.

A change from the districts formed by the dividing of a township into parts, and the sub-districts formed by further division, is come upon in Section XXXII. It declares that every incorporated city, town or borough is created a separate school district, to be under the supervision of the corporate authorities, and the qualified voters shall annually elect three directors unless the corporate authorities should, by an ordinance to that effect, increase the number of directors so as to allow one for each sub-district.

The division of such town district into sub-districts was, however, a matter for the judgment of the directors, and the election of one director for each sub-district of a town—home rule carried to its last analysis—would not "increase" the number of directors unless the sub-districts numbered more than three. It would, fortunately, not apply to the small towns and villages.

In this section was planted a hint of the Akron law. The directors were empowered to establish *schools of different grades* and to make rules for the "duties and discipline" of these incipient graded schools. By the mutual action

of the directors and the trustees of the township territory adjoining the town district could be made part of it. This hint of movement in the right direction was not taken in a way which indicated a general waiting for it. Many town districts were divided into sub-districts, but without any effort toward grading there were simply so many sub-district schools, each like the others, which is not praise to any. A French traveler in the United States reported that "all American hotels are alike; some are worse."

By a statute passed the next year in a district which is, in whole or part, an incorporated town, it was made the duty of the directors to provide for a suitable number of evening schools for the instruction of such male youth over twelve years of age as are prevented by their daily vocations from attending day schools. A finely general section declares that the "directors shall have power to determine what branches and language or languages shall be taught in their several districts, provided the branches taught shall be such as are generally taught in common schools." Again, from any district where the directors keep an English school and do not have branches taught in German, a pupil who desired to "learn in the German language" was granted by statute the privilege of attending a German school in another district. Three years later — 1842 — the amendment was still further amended. The statute leads to the inference that there were districts wherein neither English nor German was taught, for it grants to youths in such a district who wish to be taught in the German language, the privilege of attending a school out of their own district, where such language was taught. It does not accord the same right of transfer from such district to youths who may desire to be taught in the English language.

This followed the repeal of the law requiring all branches to be taught in the English language, and branches were taught in German if the directors willed it, but they must be "the branches generally taught."

The question concerning German schools and German instruction in the schools has called forth various bits of legislation, and, if collected, a quarto of printed matter. Shortly before the amendments just referred to were enacted Governor Shannon, in an inaugural address, took part in the discussion: Although the German may be taught in connection with the English language if the school directors so order, yet it is impossible, in many places, to procure a teacher capable of teaching both German and English, or to procure an English teacher capable of teaching German children.

The present plan of following the development of the organization of the Ohio school district and the powers of the directors will not be continuously followed. It has reached the time when city school districts came into special prominence and secured special and beneficial legislation. To it attention will now be given. The next stage in the rural district organization was a part of the law of 1853, which, while in theory it was a very pretty piece of work, tangled a skein that the next half century found it not easy to undo; ideal, but not suited to human nature in its present phase.

CHAPTER VI

THE AKRON LAW

THE AKRON LAW

THE school law of 1825 with its school fund by taxation, its county board of examiners, and additional powers with which it equipped school directors was a firm step forward, but after it the first landmark along the way toward a well developed system of public schools was the passage of an act for their support and better regulation in the town of Akron,—an act, named ever since, but to praise. It applied only to the town named, and its purpose was to gather the independent schools of the town into one organization, under a single board, and to bring about such good results as can flow only from a grading of the pupils. From this act has grown the system of graded “union” schools, now found in almost every city and town, and benevolently invading the country.

Before giving an outline of this measure it seems proper to state some of the conditions which it was to remedy, and to name the man to whom great credit is due for its authorship. This can be done most fitly by the use of some brief paragraphs from a historical sketch of the Akron public schools written in America's centennial year by Judge C. Bryan:

“In 1846 there were within the incorporated limits of the village of Akron 690 children between the ages of 4 and 16. Of this number there was an average attendance at the public and other schools the year through of not more than 375. During the summer of 1846 one of the district schools was taught in the back room of a dwelling house. Another was taught in an uncouth, inconvenient and uncomfortable building, gratuitously furnished by Captain Howe for the use of the district. There were private schools, but these were taught in rooms temporarily hired, and unsuited for the purpose in many respects. Reading, writing, spelling, arithmetic and grammar, were more or less attended to in the public and private schools, but of the above number there were, as estimated, 200 who did not attend school at all, who ought to have been receiving the benefits of good school instruction.

It was in view of this state of things that Rev. I. Jennings, then a young man and pastor of the Congregational Church of Akron, self-moved, set himself to work to reorganize the common schools of Akron. There were many friends of a better education in the place, who co-operated with Mr. Jennings, and on the 16th of May, 1846, at a public meeting of the citizens, a committee was appointed, of which he was chairman, “to take into consideration our present educational provisions and the improvement, if any, which may be made therein.” On the 21st of November, 1846, there was an adjourned meeting of the citizens at which Mr. Jennings, on behalf of the committee, submitted their report. It was a good, businesslike document, clear in its statements, definite in its recommendations, and so just and reasonable in its views, that it received the unanimous approval and adoption of the citizens there assembled.

The committee urged in behalf of this plan, that it will secure a thorough classification of pupils, bring different classes into constant fellowship, lay hold of native talent and worth, whether rich or poor, and secure the best superintendence and management.

The idea originated with Mr. Jennings; and the labor of visiting every house in the village to ascertain what children went to school and who did not go, and who went to public schools and who went to private, and how much was paid for school instruction, was performed by him. He went to Cleveland and Sandusky City in the same interest, to see the operation of graded schools there. He procured estimates by competent mechanics of the cost of erecting a grammar school building to accommodate 500 pupils and omitted no detail of the plan that was necessary to show it in organic completeness; and whatever credit and distinction Akron may have enjoyed for being the first to adopt the principle of free graded schools in Ohio, is due to Mr. Jennings. He was the father and founder of the Akron schools."

This famous statute provides for the election of six directors of the common schools of the city, any vacancy to be filled by the town council, and these directors, likewise their successors in office were made a body politic under the name of "The Board of Education of the Town of Akron." The power conferred by this act whereby the Board of Education of Akron could establish a Central Grammar School was also conferred upon the Board of Managers of the Dayton School District.

The board of education was given the entire control of the common schools, and the town was made *one district*. It was made the duty of the board to establish six or more primary schools in which the rudiments of an English education should be taught, and a Central Grammar School wherein instruction should be given beyond the scope of the primary schools yet requisite to a "respectable English education," and no pupil was to be admitted to this grammar school who had not sustained a thorough examination in the studies of the primary school. Classification is here suggested and this power and duty left with the teacher. Admission to all these schools was gratuitous to all the youth of the town, of school age and entitled to schooling under the general school laws of the State; they must be of the legal color, or could the Board admit pupils not eligible under the general law?

The Board was given power to make and enforce all needful regulations, employ and pay teachers, select sites and superintend the building, upon their own plan, of school houses. It reported to the town council the amount of money necessary to erect the school buildings described, also the sum needed in addition to that accruing under the general laws, and it was made the duty of the council to levy a tax to meet these demands. The town council was distinctly the official superior of the Board of Education, and the title to all school property was vested in the council.

Moreover it was made the duty of the council to appoint three competent persons, citizens of Akron, to serve as school examiners; these, after the first, to serve for three years. The three, or any two of them, were empowered to examine such persons as might apply to them — no formality of meetings and

nounced and fees — and give a certificate to each applicant found fit, naming the branches he was found qualified to teach; this, however, after they have carefully inquired into his character and found it moral — and good. Whether this were more than a form we have no word. A good character, a good name, though "better than riches," is commonly taken for granted.

These examiners were called in the statute "school examiners," and to verify the title they were, separately or otherwise, together with such other persons as the mayor should appoint, to visit the schools at least as often as once a quarter, observe the discipline, modes of instruction, progress of the pupils and such other matters as they should deem of interest; and they were to make report of all their findings to the council and the Board of Education. Another tie between the city authorities and the schools was effected by the provision for public examinations of the schools under direction of the mayor, council, board of education, and the examiners. This large array probably numbered few experts, but the occasion would surely tend to freshen an interest in the public schools, and the public examination is a custom not honored in the breach. Written examinations followed, and grew general over the country; there was little or nothing to hear, the pen proved mightier than the tongue, though it too in this latter day is in danger; its occupation as an implement to disclose one's knowledge, seems, not gone but going.

In the year following the enactment of this law, it was amended. This remark might be kept in type, for that it will be needed after every important measure is shown along the entire history of school legislation. Sometimes the amendment wrought a betterment in the statute, sometimes its aim was to do away with something vital. In the case under consideration the changes may be regarded as improvements.

It goes without assertion that the first thing a given piece of law-making, particularly the making of school law, will need is amendment. In other words acts are passed without due consideration of the matter in all its relations.

The result is what so many school officers complain of, the most of the time they are in reasonable doubt as to what the law is, though by reasonable search, for which it is true there is little financial reward, they could get upon the trail and follow it.

In a stormy period of European history some one asked a noted satirist, Walpole, perhaps, what was the latest revolution. He replied that he surely could not speak with confidence, not having seen a morning paper.

The amount of school tax levied on the district was limited to four mills; the section concerning the powers of the board was much simplified in statement, and persons living outside of the district, though they might own property subject to school tax in the city, could not, by that sign, send their children into the city schools. The conditions were to be fixed by the board of education. The levy for school tax was reported to the county auditor and by him assessed on the taxable property of the district. They were then collected by the county treasurer. This very essential service was, in the original law assigned to the city authorities.

A few days after action upon the amendments just named an act was passed to extend the law to any incorporated town or city, excepting by name Cincinnati, which city had for years enjoyed the benefits of a liberal special law, and this extension was contingent upon the petition of two-thirds of the qualified voters.

The law of 1849 was a statute regulating the extension of the Akron law over districts not already organized under some special law. It made also some changes. The town or village must contain two hundred inhabitants, or more. Six resident freeholders may call for an election at which the electors must write upon their ballots "school law," or "no school law." If the "ayes have it," there follows an election within twenty days, of six directors, who, properly organized, are a body corporate, with what that implies.

When this body corporate thinks it necessary to build a school house, or school houses, or purchase site, or sites, a meeting of the qualified voters must be called, and a majority vote determines the question of the building and the cost and the manner of payment; the moneys so voted must be certified to the county auditor and when collected be paid into the treasury of the district.

The question of subjects taught in the primary and higher grades is left to the board, except that a two-third vote of the board is needed to place in the curriculum a language other than English or German. There being six members, and four "a quorum for business," three votes could place German in the list of studies, while French or Latin would demand four.

The board was authorized to sub-divide the district; to select sites, to superintend the building of school houses and to pay therefor, and to borrow money. The schools must be kept open at least thirty-six weeks of each year; the rate of school levy for all expenses except the purchase of sites and the erection of school houses must not exceed four per cent., and if the amount therefrom together with other school money of the district is not sufficient to maintain the schools the time required, then, at its discretion, the board may charge tuition. It was provided, however, that the children of parents who were not able to pay should not be excluded. A very delicate line to draw, and probable harm in the attempt.

The board of examiners was appointed not by the council but by the board of education, and they were attended when on tours of visitation — once a quarter, by the text — not by persons appointed by the mayor, but "by such person as they may appoint or invite." together with the board of education, to which body only they made their report. The section requiring public examinations was omitted. Plainly the board of education was getting upon its feet.

The board or its treasurer was given "power to collect any charge or account for tuition in the manner as the treasurer of any common school district in the State is now or may hereafter be authorized to collect any such charge or account."

By a law passed in March, 1849, a few days after the statute just outlined, the salient features of the latter may be adopted by the board of education of any district already under the Akron law.

The work of extending and amending the law of 1849 began with the usual promptness, or, at latest, early the next year. The door was opened for incorporated townships of not less than five hundred inhabitants — or with less than five hundred if the district contain an incorporated town or village; and the title to all real estate and other property belonging for school purposes to any district organized under these acts, was vested in the board of education, and the lower limit of school age was fixed at six years.

Commissioner Barney in his report for 1851 speaks of some speedy results of these school laws of 1847 and 1849. Of the latter he says: The organization of so many union schools under it constitutes a bright era in the educational history of the State. These schools have greatly elevated the profession of teaching, by furnishing so many permanent and lucrative situations for teachers, and by requiring of them a much higher order of qualification. About seventy of the towns and cities have established free graded schools, * * * yet it should be remembered that there are at least one hundred and fifty remaining towns in the State, and in these towns there is a good missionary work to be done.

The reader sees convincing illustration of the promptness with which towns and villages took advantage of the means proffered them in this legislation when turning the leaves of the reports of the Secretary of State, for the years immediately following; he sees incidental mention in the local returns from the counties, of towns which had adopted the law of '49, with, almost without exception, a word concerning the improvement to be seen. In one report the eye greets the names: Bucyrus, Coshocton, Norwalk, Fitchville, New Haven, Plymouth, Bellevue, Elyria, Youngstown, Dover, Warren, New Philadelphia, Marietta, Harmar, Newark, Hebron, Utica, Alexandria, Circleville, West Liberty, Defiance, Kenton. The "exception" above alluded was sharp and decisive: "The Union School system has been in operation in the county seat of this county for more than a year. * * * If any good has been accomplished by its adoption, the board of education appears determined to keep it a secret."

The Secretary of State in the same year as the above wrote: "Now, if one or more schools of a higher grade, corresponding to the central or high school of the Union system, could be established at suitable points in the township, adapted to scholars of greater age and better attainments, it would unquestionably be an advantage — an inestimable advantage — to all the schools, and to all the youth in such township." The township high school stood clear above the horizon of some men's minds many long years before its modest outlines could be discerned near the center of the township.

It is not to be credited that in every place; probably, at first, in any place, where the system outlined in these laws was adopted, there sprang into existence full-fledged graded schools. Not, it has been claimed by experts, till 1854, under the skillful hand of A. J. Rickoff, Superintendent of the Cincinnati schools, did it attain complete development. It is not true that after this complete evolution with distinct lines between the grades had been wrought out in some most favored localities, all other Union schools fell rapidly into line; but of this there is no doubt,— it was the bodying forth into reality of a great idea, its outcome has been beneficent in a noble measure.

Almost forty years after the inception of the movement, it was gratifying and encouraging to learn from the pen of the financial head of the county of its birth: "The cradle of the public school system of Ohio has taken no step backward."

The traveler along the common school road, for a long distance only a trail and a faint one, then growing to a good, broad highway before the close of the century, at the era which is now under consideration felt confident that the view was widening, that the fairer prospect was not an atmospheric delusion.

But human nature is not outgrown and without any evidence whatever and with none but a priori reasoning it is readily accepted that at no time from the lowly reign of the first district log cabined school to the present structures in whose shade half the town might congregate were all the people, even all the friends of the common school of one mind, and never did the system lack the possibilities of advantage from both favorable and unfavorable criticism. Sometimes the gloomiest pictures are painted by its warmest friends when attempting to spur the unresponsive public to its betterment. The code of 1853 calls for further treatment, and the writer conceives that he does not err widely in hearing and reporting testimony given by school officers and perhaps other persons, relative to the condition of the rural schools and that of the school laws just before and soon after the date just named. This testimony is spread upon the minutes of the next chapter.

CHAPTER VII

1853 : BEFORE AND AFTER

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THE placing of the School Law of 1853 upon the Statute books of Ohio was the result of long, wise, and earnest deliberation. It merits study on account of the character of the leaders of the debate in committee and on the floor, the radicalism of the measures proposed, adopted or rejected, the vigor of attack and defense, the advance and retreats, the extent to which the public was made an ex-officio member so that the General Assembly was continuous with the state, and its close logical and historical connection with the discussion of the same general questions in the Convention which had but recently submitted to the people of Ohio the Constitution of 1851.

Whether the school legislation of the last half century be wise or not, its motions have at least been a long time on the table for consideration. Before the Standing Committee on Education in that Convention these were some things proposed to be made part of the fundamental law. The writing of some of them therein would have saved reams of paper, have spared the Legislature many hours of eloquence by day, and the speakers "nights devoid of ease" in preparation: 1. A provision concerning the Surplus Revenue which, by the terms of its acceptance, it was at least possible, might be called in without warning. 2. Making it the constitutional duty of the Legislature to provide for the election of a Superintendent of Common Schools, which would, perhaps, have added something of salary and dignity to this executive office by not leaving it entirely to the whim of the Legislature. 3. Securing the Common School funds of the State from any control on the part of any religious sect or party. 4. Providing for the election or appointment of such assistant superintendents or other officers as may be necessary to carry into effect a thorough and uniform system of common school education. 5. Making six months the minimum legal school year. 6. Prohibiting the attendance of black and mulatto youth at schools for the white youth, unless by common consent. 7. Creating a state school fund which would produce a revenue of a million dollars. 8. Directing the organization of Normal Schools.

The quintessence of all this — positive and negative — is the Article on Education in the Constitution of Ohio, which may, not inaptly, be read in this connection:

Section 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or entrusted to this state for educational or religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

Section 2. The General Assembly shall make such provisions, by taxation or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state, but no

religious or other sect or sects shall ever have the exclusive right to, or control of, any part of the school funds of this state.

To give continuity to this matter some things proposed but not done by the Legislature when carrying out the above Article may be mentioned. 1. Imposing a fine upon a parent or guardian who does not send to school at least three months in the year his children or wards between the ages of eight and fourteen. 2. To strike out the provision creating the office of State Commissioner of Common Schools. 3. To strike out the provision for high schools. 4. That for school district libraries. 5. To recommit the bill, with instructions so to amend the same as to provide for the classification of the enumerated youth of the state, in such manner that all may be enabled to participate in the advantages of the schools without any interference with religious belief.

The laws of 1847 and 1849 had opened the door of improvement to the schools of cities and towns. That of 1853 had for its great office to do the same service for the schools of the county; and in this it had a happy degree of success though no classically trained eulogist of the act wrote as its benediction: "*Ne plus ultra.*"

The wretched condition of the great number of little districts over the state; independent so far as control of a competent superior was concerned; enslaved, so far as light and leading were concerned; authorized to do many good things, but with scanty material to do them with, and scantier knowledge of their need, called loudest for reform; and the answer was, each township a district, the dozen or more "districts" in each reduced to sub-districts, the new district under the control of a board of education, the sub-districts each managed by three local directors.

The history of the decline of this type of township district is given room elsewhere in the book and only mention of it is made here.

Section 32, with a few succeeding sections, is a revision of the sections 33, and following, of the law of 1838, the changes being, (1) the limiting of the application to cities, and incorporated villages which, with the territory annexed for school purposes, contain not less than 300 inhabitants, and, (2) the taking the supervision from the corporate authorities and giving it with the immediate control of the school to the board of education. Such district is called a separate district. It is separated from the township in which it is situate. (3) The election of one director from each sub-district of the separate district is not continued in the later law, and the distribution of tuition funds is not directed to be "equal" but "equitable," and to levy a tax to continue the school at least six months, a vote of the people is not required, but such levy must not exceed two mills on the dollar. In the earlier laws, at school elections, householders were voters. The act of 1839 added "resident tax-payers." In 1853 it is "qualified voters," that is, persons having the qualifications of a voter at the state and county elections. In the matter of evening schools the positive, "it is the duty of," of the act of 1839, is changed to "at their discretion." No doubt little attention had been paid to the imperative, and it was one of the things wisely left to the judgment of some one who had at least a chance to know the local conditions, which would vary with the "dance of plastic circumstance."

The Auditor of State in his financial dealings with the counties, in so far as these depended on returns and enumeration, must be guided by the reports to him of the State Commissioner of Common Schools, which reports are sent to this officer by the county auditors, to whom the clerks of the district have reported.

The extent of school house grounds exempt from taxation by the act of 1842 was two acres if without the bounds of any city or recorded town plot, and one acre if within. This was enlarged to four acres.

The appointment of county examiners was taken from the Court of Common Pleas and placed with the probate judge, and certain changes are made which are noted in the chapter on County Examiners.

The office of Commissioner of Common Schools is created, to which chapter XIV, second part, is devoted.

Aid from the state in supplying to each school that important part of educational furnishing, a library, began its intermittent career with this statute. Though the action of the library sections was suspended after a few years, the attempt if not the deed interests us; and the manner of it deserves attention as educational history. This relation is postponed to the Chapter on Libraries.

We have with the mind's eye seen the levying of taxes, of the district, for the district, by the district; the sentence may be read again and "county" displace "district"; we have heard of the common school fund, which after the addition of other funds was increased by the state tax till it would furnish a revenue of \$100,000, \$200,000, finally \$300,000; in place of these county and state taxes added together and distributed to the counties, this code of 1853 enacted that, "for the purpose of affording the advantages of a free education to all the youth of this state, the State Common School Fund shall hereafter consist of such sum as will be produced by the annual levy and assessment of two mills upon the dollar valuation, and the amount, when collected, shall be annually distributed to the several counties of the state in proportion to the enumeration of scholars."

When the student of these affairs has gone the somewhat weary way that leads down to the time we have now in mind, he is open more widely to an appreciation of the unction with which the advocates of public instruction pronounced the term "free schools." Things so commonly appear to have been what they are; and that they have been, goes as an excuse for being. This bit of human nature accounts for many things, great and small. The boy spoke well who answered the stranger's question: The window in the belfrey was raised because it always was raised. But the schools are not free for the above reason; not when the door opened only to those fortunate children whose fathers' names were on the subscription list, though this was a fair and commendable transaction; not to the child who was admitted, wearing the badge of a parent's indigence, and exposed to unkind words from those who sat in the seat of the scornful.

That the manner of distributing the state's bounty should be followed by a rising tide of dissatisfaction was as inevitable as the sea's slow yielding to the call of the moon. The lesson of the true, beneficent relation of the state to the

school was not an intuition; it had to be learned. Education, free to all, not confined with other luxuries — for while the most urgent of political needs it is the finest charm of private culture — to the cities, where the means thereto are likely to abound, but following the pioneer in his march across the continent, blessing his family when he founded his humble home, is the surest safeguard, the cheapest defense of the state.

But this safeguard and defense does not spring of its own motion from the soil, nor even drop down from the benevolent sky. It must be bought and paid for with money. To perpetuate itself the State must do something more than preach patriotism, even with the eloquence of Ohio's early governors; it must speak to itself the words it so often uses in commanding its agents, those who vainly think of themselves as rulers of state or township: "It shall be the duty." But the state, the abstraction, "the shape in each man's mind sacred from definition," has no money. It must have it to direct the supreme work of defense, manned by the school master with his spelling book, and set a potential example for the smaller divisions, the miniature states, the districts, to follow. It must have it to make wealth possible by making it secure. It would be an impotent conclusion for the state to make sure the education of the wealthy family or the wealthy county. In a sentence, not primarily for the good of the child, but for its own good, does the state tithe the tithe of the "grand list," and distribute the fruit thereof "in proportion to the enumeration of scholars."

**CONDITION OF THE SCHOOLS PRIOR TO THE ACT OF 1853 AS IT
APPEARED TO COUNTY AUDITORS AND DESCRIBED IN THE
REPORTS TO THE STATE COMMISSIONER OF SCHOOLS**

These opinions vary in tone with the personal equation of the writer, the degree of his scholarship and culture, his special besetment at the time, and the actual state of things.

1.

In speaking of the prospects of education in this county, there is one, and I am sorry to say, only one bright spot, and that is the Union School in this village, which is doing remarkably well. There is a good interest here on the subject of education, created mainly by the influence of this school. The right men are engaged in it and the right means are used. The other part of the county is too dark a subject to hold up to public view — 'tis impossible to get men to work under the old school law and its ten thousand amendments, which has made confusion worse confounded, and which, if they have thrown any light upon the great original, has been only so far as to make *darkness visible*. Any amendment, *so-called*, to the school law, short of a total and entire repeal of the old one, will do no good: the people will not touch it.

2.

There are two schools in this county in which students can be fully prepared for admission into college. The course of study is liberal and thorough,

even some of our District Schools would compare favorably with schools of a higher grade, while others are rather poor specimens of even a by-gone day.

3.

The cause of education seems to be advancing in this county. One feature, which is certainly commendable on the part of many of our directors, is a disposition to give a fair compensation for a competent teacher. It has heretofore been too customary, in many districts of this county, to employ their teachers with no other view than the greatest term of service, for the least amount of money.

4.

Two of the township treasurers, having either lost or mislaid the teachers' registers and quarterly reports, have left a void in the enclosed report, which I can not fill, and it is therefore, incomplete. Three of the townships were erected at the last session of the commissioners, and there has not been a school taught in them since their erection. The people are generally taking a lively interest in the cause of education, but, in many of the townships, their best efforts can not avail them anything, at present.

5.

I conceive that a county superintendent of common schools is most necessary, and most loudly demanded, to direct and oversee the common school system, and make our common schools what they ought to be. If public opinion is not right in the matter, it should be his duty to manufacture correct public opinion, and by public lectures, visiting schools, examining teachers, conversing with directors and parents, and talking to the youth, to elevate the low condition of our common schools and make them answer the great design of their founders and supporters. But the greatest and most formidable hindrance to the most successful operation of our glorious common school system is the want of public funds to make all schools *entirely free*.

6.

There is a decrease in the number of female teachers; but this loss is compensated by an increase of a much larger number of males employed. There is also a large increase of building fund raised by taxation, and in the receipts of interest on section 16 and district tuition levies. These facts, indicating so plainly more comfortable houses, more regular attendance of pupils, and a greater length of time taught in each district, together with others not shown in the table, viz.: more care as to qualification of teachers, show progress, and gild the future with pleasing anticipations.

7.

The location of the "Union School" of this place, when completed, improved and ornamented, by the taste and liberality of our citizens, as contemplated, will have an appearance of substantial grandeur. * * * * Parents and scholars

seem to emulate each other in the advancement of this cause. This illustrates the important fact, that among whatever people a good system of instruction is efficiently carried out, a deep and general interest will be excited. * * * * The opinion that moral instruction is not proper for schools, is fast giving away, and should be repelled with indignation and contempt; which we believe will be participated in by every high-minded teacher in christendom. * * * * The old draw-back, hanging like an incubus upon the back of the teachers — that of a want of punctuality and regularity of attendance on the part of the scholars — is, in a measure, corrected.

**CONDITION OF THE SCHOOL LAWS PRIOR TO THE ACT OF 1853 AS
PAINTED BY THE SECRETARY OF STATE AND COUNTY AUDITORS**

I.

The first and most prominent hindrance to the success of common schools in Ohio, is the complicated condition of our school laws. This is evidently the crying evil. It has formed the burden of nine-tenths of the complaints which have been made to this department, from every quarter of the state, during the last five years.

The school law of the state now consists of the law of 1838 and of such amendments and collateral acts as have been passed at successive sessions of the Legislature, from that day to this. Hence, to know what the law is upon a given point, it is often necessary to trace its history down through these various enactments, until the last page of the last volume has been reached.

2.

Our present school laws are contained in so many different acts and volumes, and they are so amendatory, repealing and modifying — not to say conflicting — acts and clauses, that they are almost perfectly unintelligible to men of ordinary capacity and research. It is frequently almost impossible to find what the law now is, on any given point. In reading any school law, other than that of last winter, the reader knows that he is reading what *once* was law; but he is still left in doubt whether or not it is *now* law.

3.

Although the Legislature condensed the school laws in said act, yet, at the same time, several things are left somewhat ambiguous as to their meaning.

4.

Whilst the law clearly points out, and sham-like enjoins the various duties of the officers, it on the one hand fails to establish any practicable mode for the remuneration of many of their services, and on the other, fixes no penalty for disobeying its commands. Such laws, though they were written in letters of gold, and gratuitously spread upon every man's table, would fail to secure the

objects for which they were enacted, and remain, as they ever have been, a slander upon our statutes.

5.

Since the previous school acts were combined in the general law of 1838, there has been a succession of original and amendatory acts — most of them repealing or modifying their predecessors — extending through *thirteen* sessions of the General Assembly, scarcely a session having passed without some new enactment on the subject. To collect and comprehend all these acts perfectly, would require a capacity of intellect and a profundity of research, which would entitle their possessor to the first honors of a German University.

6.

This is the very time to revise our school laws, and to establish a system of schools that shall remain an enduring monument to the wisdom and munificence of our Legislators, and the pride and glory of Ohio. At any rate, the present complicated and too-much amended school laws should be absolutely and entirely repealed, and in their stead, a simple, concise and comprehensive law enacted. We want an entire new law, embodying, of course, much of the present law, but one to which we can refer with confidence, as *the* school law of Ohio.

7.

Owing to the very imperfect condition of our school laws, there is not one school officer in ten, well enough acquainted with the duties of their office to perform them correctly and promptly; and the great amount of information required of the various officers, I am of the opinion, can never be correctly collected, until the various duties are required to be performed by a less number of officers, and they allowed a reasonable compensation therefor. It is to be hoped the present Legislature will repeal all former school laws, and supply their place with a more effective and less complicated one.

8.

A law in relation to common schools, whose provisions are plain and easy to be understood, is much desired by the people of this part of the state; and, I think, the Legislature would meet the wishes of the people, if they would repeal the whole of the present law, and enact another of less doubtful interpretation.

9.

These laws are dispersed through many volumes — partial repeal of some parts and numerous amendments of others, which in some cases appear to be conflicting, render them difficult of comprehension to any other than an astute lawyer.

10.

There is now an old school law book, in the possession of nearly all the districts, and school officers will be governed by those laws, however inconsistent

they may be with subsequent enactments, until they are displaced by some other volume, containing a better and more complete system.

OPINIONS OF THE SCHOOL LAWS AFTER THE ACT OF 1853

1.

The introduction of the school law into our county has been attended with some little difficulty, partly because the directors in the sub-districts had not the law, until very recently in proper form, and partly, because in some districts it became necessary to levy a heavy tax, in consequence of which, in but few instances, could we look for perfect unanimity, but the matter has been engaged in by the people of this county, with a zeal that augurs the most favorable results.

2.

I submit to you the best I can do in the accompanying report for this year. And it is to be hoped, if the present school law is to remain unchanged long enough for the school officers to become familiar with it that we shall hereafter be able to give satisfactory reports.

3.

I cannot conclude this report without expressing my approbation of the spirit and object of our new school law. By its enactment, our state has taken a step in advance of her sisters of the West, which is calculated to elevate the standard of education and obviate the necessity, so far as the educational requirements of practical life are concerned of sending our sons and daughters to colleges and seminaries, where their conduct and development of character are beyond the control of parents.

4.

Much difficulty was experienced from the fact that there was no officer authorized to give construction to the law; and many of its provisions are not easily understood, and the change from the old laws being so great, that the people seemed to be taken by surprise.

5.

The law, as at present arranged, is very unpopular; there is too much machinery about it, too many irresponsible officers. The Town Clerk gives no bonds, and yet the law *talks* of fines for omission. There is a large amount of crude undigested nonsense in the law.

6.

If I am permitted to express an opinion, I would say that the ponderous "*township board of education*" be abolished, and substitute three men to manage the school matters, and adopt the "pay system." (Men will not work without pay, at least, not such a number as the law contemplates) then we might expect the work done. They will not work for mere patriotism, and many detest the

idea of being liable for omission, without compensation. In some of the townships the boards have voted themselves pay.

7.

As to the operation of the law, I can say nothing, only I hope that the Legislature will give us a chance to test it fairly before it is *amended*. I am inclined to the opinion that in theory, it is good, and will be found so in practice; except perhaps in a very few of the minor details. Perhaps the powers of the township boards will require modifying if not curtailing. I do not want to anticipate but desire to see it fairly tried.

8.

I look upon it as a system that does not meet the wants or wishes of the people. I sincerely hope that the law may be so modified as to meet the views of a majority of those who have to live under its operation. Until the law provides some way to pay school officers, you need never look for them to do much, if anything. There are very few of our people here, in favor of those graded schools, for my own part, I think our common schools should be placed in a situation to give a good common education to every child in the county, without making such invidious distinctions and divisions among the people, and even among the children of the same family. I shall close my communication for the present, by observing that I received your communication of the 20th inst. with much pleasure. I sincerely hope, that the incoming Legislature will do something to render the law more acceptable to the people. If time permits, I shall make some further remarks on it at a future day, and recommend some changes that I think would be for the better. My motto is, the fewer persons to do the service, the better will it be done and cost less in the end; men will not work these times without pay, and I say employ a few persons to do the business up right and pay them for it.

9.

If the law had provided pay for the board of education, as trustees of townships are paid, for the two regular sessions contemplated by the law, thereby giving them an interest more than that, in common with other citizens, I have but little doubt, at their meetings the board would be full and the business enjoined upon them, promptly and effectually discharged.

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It can hardly be expected that duties of this kind will be faithfully or promptly discharged without compensation; therefore this may be assigned as one reason why the statistical report of the board of education is not more full, the clerk of the township being also their clerk.

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I find in this county the present law falls far short of giving as full satisfaction as desirable, upon so important a measure. It is looked upon as intri-

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1853: BEFORE AND AFTER

THE placing of the School Law of 1853 upon the Statute books of Ohio was the result of long, wise, and earnest deliberation. It merits study on account of the character of the leaders of the debate in committee and on the floor, the radicalism of the measures proposed, adopted or rejected, the vigor of attack and defense, the advance and retreats, the extent to which the public was made an ex-officio member so that the General Assembly was continuous with the state, and its close logical and historical connection with the discussion of the same general questions in the Convention which had but recently submitted to the people of Ohio the Constitution of 1851.

Whether the school legislation of the last half century be wise or not, its motions have at least been a long time on the table for consideration. Before the Standing Committee on Education in that Convention these were some things proposed to be made part of the fundamental law. The writing of some of them therein would have saved reams of paper, have spared the Legislature many hours of eloquence by day, and the speakers "nights devoid of ease" in preparation: 1. A provision concerning the Surplus Revenue which, by the terms of its acceptance, it was at least possible, might be called in without warning. 2. Making it the constitutional duty of the Legislature to provide for the election of a Superintendent of Common Schools, which would, perhaps, have added something of salary and dignity to this executive office by not leaving it entirely to the whim of the Legislature. 3. Securing the Common School funds of the State from any control on the part of any religious sect or party. 4. Providing for the election or appointment of such assistant superintendents or other officers as may be necessary to carry into effect a thorough and uniform system of common school education. 5. Making six months the minimum legal school year. 6. Prohibiting the attendance of black and mulatto youth at schools for the white youth, unless by common consent. 7. Creating a state school fund which would produce a revenue of a million dollars. 8. Directing the organization of Normal Schools.

The quintessence of all this — positive and negative — is the Article on Education in the Constitution of Ohio, which may, not inaptly, be read in this connection:

Section 1. The principal of all funds arising from the sale or other disposition of lands or other property granted or entrusted to this state for educational or religious purposes, shall forever be preserved inviolate and undiminished; and the income arising therefrom shall be faithfully applied to the specific objects of the original grants or appropriations.

Section 2. The General Assembly shall make such provisions, by taxation or otherwise, as, with the income arising from the school trust fund, will secure a thorough and efficient system of common schools throughout the state, but no

religious or other sect or sects shall ever have the exclusive right to, or control of, any part of the school funds of this state.

To give continuity to this matter some things proposed but not done by the Legislature when carrying out the above Article may be mentioned. 1. Imposing a fine upon a parent or guardian who does not send to school at least three months in the year his children or wards between the ages of eight and fourteen. 2. To strike out the provision creating the office of State Commissioner of Common Schools. 3. To strike out the provision for high schools. 4. That for school district libraries. 5. To recommit the bill, with instructions so to amend the same as to provide for the classification of the enumerated youth of the state, in such manner that all may be enabled to participate in the advantages of the schools without any interference with religious belief.

The laws of 1847 and 1849 had opened the door of improvement to the schools of cities and towns. That of 1853 had for its great office to do the same service for the schools of the county; and in this it had a happy degree of success though no classically trained eulogist of the act wrote as its benediction: "*Ne plus ultra.*"

The wretched condition of the great number of little districts over the state; independent so far as control of a competent superior was concerned; enslaved, so far as light and leading were concerned; authorized to do many good things, but with scanty material to do them with, and scantier knowledge of their need, called loudest for reform; and the answer was, each township a district, the dozen or more "districts" in each reduced to sub-districts, the new district under the control of a board of education, the sub-districts each managed by three local directors.

The history of the decline of this type of township district is given room elsewhere in the book and only mention of it is made here.

Section 32, with a few succeeding sections, is a revision of the sections 33, and following, of the law of 1838, the changes being, (1) the limiting of the application to cities, and incorporated villages which, with the territory annexed for school purposes, contain not less than 300 inhabitants, and, (2) the taking the supervision from the corporate authorities and giving it with the immediate control of the school to the board of education. Such district is called a separate district. It is separated from the township in which it is situate. (3) The election of one director from each sub-district of the separate district is not continued in the later law, and the distribution of tuition funds is not directed to be "equal" but "equitable," and to levy a tax to continue the school at least six months, a vote of the people is not required, but such levy must not exceed two mills on the dollar. In the earlier laws, at school elections, householders were voters. The act of 1839 added "resident tax-payers." In 1853 it is "qualified voters," that is, persons having the qualifications of a voter at the state and county elections. In the matter of evening schools the positive, "it is the duty of," of the act of 1839, is changed to "at their discretion." No doubt little attention had been paid to the imperative, and it was one of the things wisely left to the judgment of some one who had at least a chance to know the local conditions, which would vary with the "dance of plastic circumstance."

The Auditor of State in his financial dealings with the counties, in so far as these depended on returns and enumeration, must be guided by the reports to him of the State Commissioner of Common Schools, which reports are sent to this officer by the county auditors, to whom the clerks of the district have reported.

The extent of school house grounds exempt from taxation by the act of 1842 was two acres if without the bounds of any city or recorded town plot, and one acre if within. This was enlarged to four acres.

The appointment of county examiners was taken from the Court of Common Pleas and placed with the probate judge, and certain changes are made which are noted in the chapter on County Examiners.

The office of Commissioner of Common Schools is created, to which chapter XIV, second part, is devoted.

Aid from the state in supplying to each school that important part of educational furnishing, a library, began its intermittent career with this statute. Though the action of the library sections was suspended after a few years, the attempt if not the deed interests us; and the manner of it deserves attention as educational history. This relation is postponed to the Chapter on Libraries.

We have with the mind's eye seen the levying of taxes, of the district, for the district, by the district; the sentence may be read again and "county" displace "district"; we have heard of the common school fund, which after the addition of other funds was increased by the state tax till it would furnish a revenue of \$100,000, \$200,000, finally \$300,000; in place of these county and state taxes added together and distributed to the counties, this code of 1853 enacted that, "for the purpose of affording the advantages of a free education to all the youth of this state, the State Common School Fund shall hereafter consist of such sum as will be produced by the annual levy and assessment of two mills upon the dollar valuation, and the amount, when collected, shall be annually distributed to the several counties of the state in proportion to the enumeration of scholars."

When the student of these affairs has gone the somewhat weary way that leads down to the time we have now in mind, he is open more widely to an appreciation of the unction with which the advocates of public instruction pronounced the term "free schools." Things so commonly appear to have been what they are; and that they have been, goes as an excuse for being. This bit of human nature accounts for many things, great and small. The boy spoke well who answered the stranger's question: The window in the belfrey was raised because it always was raised. But the schools are not free for the above reason; not when the door opened only to those fortunate children whose fathers' names were on the subscription list, though this was a fair and commendable transaction; not to the child who was admitted, wearing the badge of a parent's indigence, and exposed to unkind words from those who sat in the seat of the scornful.

That the manner of distributing the state's bounty should be followed by a rising tide of dissatisfaction was as inevitable as the sea's slow yielding to the call of the moon. The lesson of the true, beneficent relation of the state to the

school was not an intuition; it had to be learned. Education, free to all, not confined with other luxuries — for while the most urgent of political needs it is the finest charm of private culture — to the cities, where the means thereto are likely to abound, but following the pioneer in his march across the continent, blessing his family when he founded his humble home, is the surest safeguard, the cheapest defense of the state.

But this safeguard and defense does not spring of its own motion from the soil, nor even drop down from the benevolent sky. It must be bought and paid for with money. To perpetuate itself the State must do something more than preach patriotism, even with the eloquence of Ohio's early governors; it must speak to itself the words it so often uses in commanding its agents, those who vainly think of themselves as rulers of state or township: "It shall be the duty." But the state, the abstraction, "the shape in each man's mind sacred from definition," has no money. It must have it to direct the supreme work of defense, manned by the school master with his spelling book, and set a potential example for the smaller divisions, the miniature states, the districts, to follow. It must have it to make wealth possible by making it secure. It would be an impotent conclusion for the state to make sure the education of the wealthy family or the wealthy county. In a sentence, not primarily for the good of the child, but for its own good, does the state tithe the tithe of the "grand list," and distribute the fruit thereof "in proportion to the enumeration of scholars."

**CONDITION OF THE SCHOOLS PRIOR TO THE ACT OF 1853 AS IT
APPEARED TO COUNTY AUDITORS AND DESCRIBED IN THE
REPORTS TO THE STATE COMMISSIONER OF SCHOOLS**

These opinions vary in tone with the personal equation of the writer, the degree of his scholarship and culture, his special besetment at the time, and the actual state of things.

1.

In speaking of the prospects of education in this county, there is one, and I am sorry to say, only one bright spot, and that is the Union School in this village, which is doing remarkably well. There is a good interest here on the subject of education, created mainly by the influence of this school. The right men are engaged in it and the right means are used. The other part of the county is too dark a subject to hold up to public view — 'tis impossible to get men to work under the old school law and its ten thousand amendments, which has made confusion worse confounded, and which, if they have thrown any light upon the great original, has been only so far as to make *darkness visible*. Any amendment, *so-called*, to the school law, short of a total and entire repeal of the old one, will do no good; the people will not touch it.

2.

There are two schools in this county in which students can be fully prepared for admission into college. The course of study is liberal and thorough.

even some of our District Schools would compare favorably with schools of a higher grade, while others are rather poor specimens of even a by-gone day.

3.

The cause of education seems to be advancing in this county. One feature, which is certainly commendable on the part of many of our directors, is a disposition to give a fair compensation for a competent teacher. It has heretofore been too customary, in many districts of this county, to employ their teachers with no other view than the greatest term of service, for the least amount of money.

4.

Two of the township treasurers, having either lost or mislaid the teachers' registers and quarterly reports, have left a void in the enclosed report, which I can not fill, and it is therefore, incomplete. Three of the townships were erected at the last session of the commissioners, and there has not been a school taught in them since their erection. The people are generally taking a lively interest in the cause of education, but, in many of the townships, their best efforts can not avail them anything, at present.

5.

I conceive that a county superintendent of common schools is most necessary, and most loudly demanded, to direct and oversee the common school system, and make our common schools what they ought to be. If public opinion is not right in the matter, it should be his duty to manufacture correct public opinion, and by public lectures, visiting schools, examining teachers, conversing with directors and parents, and talking to the youth, to elevate the low condition of our common schools and make them answer the great design of their founders and supporters. But the greatest and most formidable hindrance to the most successful operation of our glorious common school system is the want of public funds to make all schools *entirely free*.

6.

There is a decrease in the number of female teachers; but this loss is compensated by an increase of a much larger number of males employed. There is also a large increase of building fund raised by taxation, and in the receipts of interest on section 16 and district tuition levies. These facts, indicating so plainly more comfortable houses, more regular attendance of pupils, and a greater length of time taught in each district, together with others not shown in the table, viz.: more care as to qualification of teachers, show progress, and gild the future with pleasing anticipations.

7.

The location of the "Union School" of this place, when completed, improved and ornamented, by the taste and liberality of our citizens, as contemplated, will have an appearance of substantial grandeur. * * * * Parents and scholars

seem to emulate each other in the advancement of this cause. This illustrates the important fact, that among whatever people a good system of instruction is efficiently carried out, a deep and general interest will be excited. * * * * The opinion that moral instruction is not proper for schools, is fast giving away, and should be repelled with indignation and contempt; which we believe will be participated in by every high-minded teacher in christendom. * * * * The old draw-back, hanging like an incubus upon the back of the teachers — that of a want of punctuality and regularity of attendance on the part of the scholars — is, in a measure, corrected.

**CONDITION OF THE SCHOOL LAWS PRIOR TO THE ACT OF 1853 AS
PAINTED BY THE SECRETARY OF STATE AND COUNTY AUDITORS**

I.

The first and most prominent hindrance to the success of common schools in Ohio, is the complicated condition of our school laws. This is evidently the crying evil. It has formed the burden of nine-tenths of the complaints which have been made to this department, from every quarter of the state, during the last five years.

The school law of the state now consists of the law of 1838 and of such amendments and collateral acts as have been passed at successive sessions of the Legislature, from that day to this. Hence, to know what the law is upon a given point, it is often necessary to trace its history down through these various enactments, until the last page of the last volume has been reached.

2.

Our present school laws are contained in so many different acts and volumes, and they are so amendatory, repealing and modifying — not to say conflicting — acts and clauses, that they are almost perfectly unintelligible to men of ordinary capacity and research. It is frequently almost impossible to find what the law now is, on any given point. In reading any school law, other than that of last winter, the reader knows that he is reading what *once* was law; but he is still left in doubt whether or not it is *now* law.

3.

Although the Legislature condensed the school laws in said act, yet, at the same time, several things are left somewhat ambiguous as to their meaning.

4.

Whilst the law clearly points out, and sham-like enjoins the various duties of the officers, it on the one hand fails to establish any practicable mode for the remuneration of many of their services, and on the other, fixes no penalty for disobeying its commands. Such laws, though they were written in letters of gold, and gratuitously spread upon every man's table, would fail to secure the

objects for which they were enacted, and remain, as they ever have been, a slander upon our statutes.

5.

Since the previous school acts were combined in the general law of 1838, there has been a succession of original and amendatory acts — most of them repealing or modifying their predecessors — extending through *thirteen* sessions of the General Assembly, scarcely a session having passed without some new enactment on the subject. To collect and comprehend all these acts perfectly, would require a capacity of intellect and a profundity of research, which would entitle their possessor to the first honors of a German University.

6.

This is the very time to revise our school laws, and to establish a system of schools that shall remain an enduring monument to the wisdom and munificence of our Legislators, and the pride and glory of Ohio. At any rate, the present complicated and too-much amended school laws should be absolutely and entirely repealed, and in their stead, a simple, concise and comprehensive law enacted. We want an entire new law, embodying, of course, much of the present law, but one to which we can refer with confidence, as *the* school law of Ohio.

7.

Owing to the very imperfect condition of our school laws, there is not one school officer in ten, well enough acquainted with the duties of their office to perform them correctly and promptly: and the great amount of information required of the various officers, I am of the opinion, can never be correctly collected, until the various duties are required to be performed by a less number of officers, and they allowed a reasonable compensation therefor. It is to be hoped the present Legislature will repeal all former school laws, and supply their place with a more effective and less complicated one.

8.

A law in relation to common schools, whose provisions are plain and easy to be understood, is much desired by the people of this part of the state: and, I think, the Legislature would meet the wishes of the people, if they would repeal the whole of the present law, and enact another of less doubtful interpretation.

9.

These laws are dispersed through many volumes — partial repeal of some parts and numerous amendments of others, which in some cases appear to be conflicting, render them difficult of comprehension to any other than an astute lawyer.

10.

There is now an old school law book, in the possession of nearly all the districts, and school officers will be governed by those laws, however inconsistent

they may be with subsequent enactments, until they are displaced by some other volume, containing a better and more complete system.

OPINIONS OF THE SCHOOL LAWS AFTER THE ACT OF 1853

1.

The introduction of the school law into our county has been attended with some little difficulty, partly because the directors in the sub-districts had not the law, until very recently in proper form, and partly, because in some districts it became necessary to levy a heavy tax, in consequence of which, in but few instances, could we look for perfect unanimity, but the matter has been engaged in by the people of this county, with a zeal that augurs the most favorable results.

2.

I submit to you the best I can do in the accompanying report for this year. And it is to be hoped, if the present school law is to remain unchanged long enough for the school officers to become familiar with it that we shall hereafter be able to give satisfactory reports.

3.

I cannot conclude this report without expressing my approbation of the spirit and object of our new school law. By its enactment, our state has taken a step in advance of her sisters of the West, which is calculated to elevate the standard of education and obviate the necessity, so far as the educational requirements of practical life are concerned of sending our sons and daughters to colleges and seminaries, where their conduct and development of character are beyond the control of parents.

4.

Much difficulty was experienced from the fact that there was no officer authorized to give construction to the law; and many of its provisions are not easily understood, and the change from the old laws being so great, that the people seemed to be taken by surprise.

5.

The law, as at present arranged, is very unpopular; there is too much machinery about it, too many irresponsible officers. The Town Clerk gives no bonds, and yet the law *talks* of fines for omission. There is a large amount of crude undigested nonsense in the law.

6.

If I am permitted to express an opinion, I would say that the ponderous "*township board of education*" be abolished, and substitute three men to manage the school matters, and adopt the "pay system," (Men will not work without pay, at least, not such a number as the law contemplates) then we might expect the work done. They will not work for mere patriotism, and many detest the

idea of being liable for omission, without compensation. In some of the townships the boards have voted themselves pay.

7.

As to the operation of the law, I can say nothing, only I hope that the Legislature will give us a chance to test it fairly before it is *amended*. I am inclined to the opinion that in theory, it is good, and will be found so in practice; except perhaps in a very few of the minor details. Perhaps the powers of the township boards will require modifying if not curtailing. I do not want to anticipate but desire to see it fairly tried.

8.

I look upon it as a system that does not meet the wants or wishes of the people. I sincerely hope that the law may be so modified as to meet the views of a majority of those who have to live under its operation. Until the law provides some way to pay school officers, you need never look for them to do much, if anything. There are very few of our people here, in favor of those graded schools, for my own part, I think our common schools should be placed in a situation to give a good common education to every child in the county, without making such invidious distinctions and divisions among the people, and even among the children of the same family. I shall close my communication for the present, by observing that I received your communication of the 20th inst. with much pleasure. I sincerely hope, that the incoming Legislature will do something to render the law more acceptable to the people. If time permits, I shall make some further remarks on it at a future day, and recommend some changes that I think would be for the better. My motto is, the fewer persons to do the service, the better will it be done and cost less in the end; men will not work these times without pay, and I say employ a few persons to do the business up right and pay them for it.

9.

If the law had provided pay for the board of education, as trustees of townships are paid, for the two regular sessions contemplated by the law, thereby giving them an interest more than that, in common with other citizens, I have but little doubt, at their meetings the board would be full and the business enjoined upon them, promptly and effectually discharged.

10.

It can hardly be expected that duties of this kind will be faithfully or promptly discharged without compensation; therefore this may be assigned as one reason why the statistical report of the board of education is not more full, the clerk of the township being also their clerk.

11.

I find in this county the present law falls far short of giving as full satisfaction as desirable, upon so important a measure. It is looked upon as intri-

cate and ambiguous, and in many of its operations unequal. I believe, myself, that the law is susceptible of improvement. Yet I am pleased to state that I think I see manifested in almost every school district in the county, an increasing interest in the cause of education. A number of school houses of a superior grade, have within the last year, been erected in the county, and teachers of a much higher order and superior qualifications are being employed. The present mode of appointing examiners is no doubt a good one. In many ways the beneficial results of the new school law are plainly to be seen.

12.

The library is another source of complaint. There are very few men willing to have the honor of librarian thrust upon them without some compensation for the work. The policy of raising the school fund by uniform taxation, and apportioning it according to the number of youth, is *right*, and ought to be sustained.

13.

Although the law is objectionable, because it provides no remuneration for services rendered, yet this objection is trifling compared with the great superiority of this over any other school law we have ever had in Ohio.

14.

The manner of levying taxes by these boards for building and repairing school houses in this county upon sub-districts exclusively, with but one exception, is a very great annoyance to county auditors.

15.

As was expected, the present school law has increased in favor in proportion as it became understood. It is now universally regarded here as the best system Ohio has ever had.

AS TO THE CONDITION OF THE SCHOOLS AFTER THE ACT OF 1853

1.

The introduction of the school law into our county has been attended with some little difficulty, partly because the directors in the sub-districts had not the law, until very recently in proper form, and partly, because in some districts, it became necessary to levy a heavy tax, in consequence of which, in but few instances, could we look for perfect unanimity, but the matter has been engaged in by the people of this county, with a zeal that augurs the best results.

2.

The schools of this county were never in a more flourishing condition than at present, and probably at no period a greater interest manifested for the im-

provement of our common schools, but still, there is much dissatisfaction expressed against some of the provisions of the present school law, and strong hopes are entertained that some improvements will be made this winter.

3.

The schools are prosperous as far as can be ascertained; but until some officer in each district is by law compelled under a penalty to make report, none will be made.

4.

There is no want of interest in the subject of common schools in this county, but on the contrary, it gives me pleasure to state, that there is a constantly increasing interest manifested in the subject, and I have no doubt, that hereafter, with the aid of the State Commissioner, we shall maintain, and advance upon the position we have heretofore occupied. There are no central or high schools as yet organized in this county.

5.

The schools of the county have never been in a better condition than at present.

6.

There appears to be a decided improvement in our schools; we have more competent teachers and longer school sessions, and excellent results are anticipated.

7.

Our county is very new, the masses of the people very poor, and taxation for other purposes exceedingly onerous. Hence the sensitiveness of our people to any increase even for school purposes.

8.

I notice that several sub-districts have no school this winter, and some had none last winter, inasmuch as the only teachers they are able to employ can not get certificates on account of the high grade of qualifications required. However desirable it may be to elevate the standard of qualification of teachers, some discretionary power should be vested in the board of examiners to meet such cases in our sparsely populated sub-districts, and not permit the children to grow up entirely without education.

In nine counties of the State the campaign literature over the act of 1853 took the form of petitions to the General Assembly where those that reached the senate were to the Standing Committee on Common Schools and School Lands.

Some of the petitioners desired the repeal of the new law, others would have only its most important provisions nullified, or materially changed, and others

prayed that no changes should be made till the working of the law should be tested.

The committee made a report stoutly defending the point of attack. Following are the opening paragraphs in which the case is stated:

More than one-half of the petitioners virtually pray for the repeal of the entire law; and nearly all desire the abolition of the office of State Commissioner of Common Schools, and the repeal of the provisions of the law creating Township Boards of Education, and authorizing a State tax of one-tenth of one mill on the dollar valuation for the purpose of furnishing school apparatus and libraries to all the common schools in the State.

A large number of the petitioners pray for a reduction of the State levy, and assessment of two mills on the dollar, which was created for the express purpose of affording the advantages of a free education to all the youth of the State; also, for the restoration of the old independent district system; also, for the election of school examiners at the annual township meetings; also, for vesting in the local directors the right to employ teachers without certificates of qualification, and to keep their schools in session such length of time as may be agreed on by the inhabitants of the district.

Inasmuch as the great bulk of the petitions and memorials have come from less than one-twentieth of the counties in the State, the others having solicited no changes directly or indirectly; and, inasmuch as the prayers of these petitions are exceedingly diverse, and the reasons assigned for them are still more diverse, the committee cannot derive from them any satisfactory indication of what the petitioners themselves most desire; and, much less the general wish of the great body of the people.

It may be fairly inferred, however, from the fact that so very few counties have sent up petitions requesting changes in the school law; and that a large majority of the county auditors in their annual reports to the Secretary of State, have not intimated that the people in their respective counties desire the law to be materially changed, until sufficient time shall have elapsed to enable the General Assembly to enter upon the delicate and difficult work of its revisal, with the full light and suggestions of experience from these facts, it may fairly be concluded that it is not the general wish of the people that the law should be changed in any of its essential provisions during the present session of the General Assembly.

The points upon which the petitioners seem to approximate to an agreement are, the repeal of those provisions of the law which create the office of State School Commissioner, and the Township Boards of Education, and which relate to school apparatus and libraries, and to the appointment of school examiners; these the committee propose to consider.

The report, along with pages of replies to questions concerning the law by the Commissioner of Common Schools, H. H. Barney, was ordered to be printed in the report of the Secretary of State in sufficient number to supply school officers throughout the State.

The "Act" of 1853 went into effect upon its passage in March, consequently the Secretary of State was divested of his powers as School Superintendent and the office of State Commissioner of Common Schools was, of course, not filled until Mr. Barney was elected and qualified, therefore there was an unfortunate gap between terms just at the critical period of the launching of the new code.

CHAPTER VIII

THE COLLEGE OF TEACHERS

THE COLLEGE OF TEACHERS

THIS chapter concerns matters very near to the heart of public education in Ohio and it also introduces, logically and historically, the story of the State Teachers' Association. The writer, some hundreds of leagues from a scanty supply of material of his own gathering, is greatly indebted to a report by the National Commissioner which contains the result of investigations of Dr. B. A. Hinsdale and Mary L. Hinsdale, A. M.; also to articles written by Dr. W. H. Venable, and to his "Beginnings of Literary Culture in the Ohio Valley."

The "missing chapter," as it is called, concerns an organization which has a double name, the "Western Literary Institute and College of Professional Teachers."

This organization also had a predecessor, an educational society in Cincinnati, by name, the "Academic Institute," a local organization whose birth is of even date with that of Cincinnati's system of common schools, 1829, which, like Ben Adhem's name "led all the rest."

The preface to the first volume of Transactions of the College of Teachers declares that the idea of the College was first cast in the Institute; that the project was the work of teachers, but the sympathies of noble-minded and patriotic citizens, more ambitious of usefulness than fame, have been the animating cause of its permanence and success. This preface farther says that under the auspices of the Academic Institute the first general convention of the teachers of the western country was called, in June, 1831.

The constitution adopted at this meeting showed a prolongation of name and the reason of it; Western Academic Institute and Board of Education. This board was to be chosen by the Society, and its prerogative was, individually or in committees, to visit and inspect the schools and academies of the members of the society, quarterly, or oftener, provided such visits did not contravene the duties of the city visitors of the district schools.

The board of education, or visitors, was chosen from among the honorary members, not from the professional teachers. Some such idea lurked in the minds of those who shaped the section of the school law wherein "examiners of schools" were appointed.

At this meeting the principal address was made by Dr. Bishop, the president of Miami University. His theme, very naturally, was education — the need of improved methods of instruction, and of competent teachers, the futility of all else unless republican simplicity be preserved, themes which do not seem drained dry after many decades. The speaker smote a certain class of lecturers a blow worthy of an athlete: "The strolling men of wisdom and experience who propose teaching grammar and geography and astronomy and chemistry and natural philosophy and Latin and Greek and almost everything, in some ten or twenty or thirty lessons — and thirty lessons generally exhaust all their knowledge on

any one subject — these strolling teachers follow an occupation about as honorable to themselves and about as profitable to the community as the occupation of strolling beggars and strolling showmen is."

Mr. Alexander Kinmont delivered an address, adorned, as was the fashion of the day, with classic quotations. Indeed the volume of published proceedings of this meeting bore in its front a passage from Cicero, in the original, extolling the patriotic art of him who teaches the youth of the republic and teaches them well, and in the same strain was the motto, recorded somewhere, which surmounted the door of his Academy:

Nil dictu foedum visuque haec limina tangat
Intra quae puer est.— Procul o procul este profani!
Maxima debetur puero reverentia.

Parenthetically, a circular which set forth the delights of a summer school in Northern Ohio, this side of the middle of the late century, began with a stanza of Horace.

In a very few years the name of this body was changed to that quoted at the opening of this sketch. Beginning with the fourth annual meeting in 1834 there were six volumes of proceedings published, a series, Dr. Hinsdale says, "now rare as well as valuable."

The discussions of this body were carried on in three ways: formal addresses, reports by committees appointed the previous year, and the floor debates. The scope of topics was wide, and suggests to a modern the pungent remark of Jeffrey, that the ancients stole our best thoughts. Even spelling reform was advocated. It was before this body that a few great orations were delivered better known in the boyhood of the present generation of old men than now,—Mansfield's glorification of the Mathematics, Grimke's discourse on American Education, from the scheme of which he would exclude the higher mathematics and the classics, and Kinmont's defense of the Classics.

Dr. Drake, who Dr. Venable thinks may be with propriety called the Franklin of Cincinnati, delivered an address on discipline. It was comprehensive and analytical in the extreme, and a modern audience would think it well that the second part was delivered at the succeeding session.

At one of the meetings of this body it was resolved, no one saying *nay*, "that the Bible be recommended as a regular text in every institution of education in the West." The men had the West, its present and future, especially in mind. Though much smaller than now, its name was then in all situations begun with a capital,—a custom, however, to which nouns were much addicted.

The influence of the college had been gradually widening, and was the moving cause of educational associations in Ohio and Kentucky.

In 1836 the first State convention of teachers in Ohio was held at Columbus, and presided over by Robert Lucas, the Governor. It called for the improvement of common schools, the establishment of school libraries, and the election of a State Superintendent of Education.

Professor Calvin E. Stowe, recently home from his voyage to Europe, one of the fruits of which was his report upon the school system of Prussia, made

a notable discourse upon that theme, which discourse was published, along with Samuel Lewis's address, in a pocket edition—"infinite riches in a little room."

It did not need official approval, for few educational tracts excel it in the interest of its matter and its clear, incisive statement, but it is interesting that Governor Lucas addressed a communication "to the Honorable, the General Assembly," submitting the copy transmitted to his care as information calculated to enlighten the public mind on a subject of the most intrinsic importance and asking for it respectful attention.

The strict regard of that elder day to etiquette in high places is shown in the governor's conclusion: "Having but one copy, I have thought it advisable to transmit that copy first to the senate."

What is the further career of that copy is not known. It is to be hoped that the senators, in alphabetical order, read it, and that it was duly sent to the lower House.

The delicate hint suggested by the courteous transaction brings out by contrast the bluntness of another, wherein the war-worn governor of an eastern State reminded the legislators of the value of knowledge and the proximity of the State Library.

A hurried journey into the printed discourse affords an opportunity to gather some of its good things: "The rare spectacle of an absolute sovereign, Frederick William III, exerting all his powers for the intelligence and moral improvement of his people. The government of Prussia, in which the voice of the king is everything and the voice of the people nothing, does more for the education of the whole people than has ever been done by any other government on earth." Turning to the conclusion, the reader finds matter that will fit right here. "*Here* the people are sovereign; and who would voluntarily subject himself to an ignorant sovereign? Yes, my fellow-citizens, *you* are the sovereigns; and, like all other sovereigns, you are very much exposed to flattery. Those who have power are always flattered by those who are striving to obtain it, * * * but I hope that flattery will never blind you to the truth or indispose you to a calm and deliberate examination of *facts* as they actually exist. It is a fact that there is a vast amount of ignorance and vice in our country; that the increase of population has far outstripped our present means of education. * * * At present there is enough of intelligence and virtue in the community to hold in check the elements of discord and wickedness, but who can tell how long this will be? * * * The Almighty seems now to have permitted a fair experiment to be made as to which form of government shall do most for the elevation and happiness of a whole people—an absolute sovereignty or popular freedom. One part of this great experiment has been committed to the king of Prussia, and most nobly is he striving to make it good. The other part is committed to us; and it remains for us to show that popular freedom can do more for the general happiness than absolute sovereignty, however benevolently directed. Shall this great experiment fail in our hands and despotism bear away the palm?"

Between these extremes the body of the lecture contains (1) a succinct description by analysis of the Prussian system of public instruction, with a trumpet call to republicans to do for themselves what this absolute sovereign, this mem-

ber of the holy alliance, was doing for his people; (2) an inquiry as to what extent the system thus delineated is the system needed in the United States. Some things need not apply; some things are the things which America has found good and which she is holding very fast.

Another notable number on this program was the eloquent address, hinted at above, of Samuel Lewis, of Cincinnati. He called up memory to witness that many people in the east, even from the spot rendered almost sacred by the landing of the pilgrims, came to Ohio, stirred by the praises of the new State, in which list of advantages was the positive assurance of ample provision made for the education of their children. He said significantly that his audience knew to what extent these hopes had been realized. He denied that Ohio had ever received, as a donation for educational purposes, from the general government a farthing of money or an acre of land; that the school lands were part of the consideration paid.

There is a fine glow of enthusiasm in the speaker's picturing of the glories of Ohio; a grave tone pervades his statement of her responsibilities. She has more than a million people, steamboats, mills, factories, fields and flocks and four hundred miles of canals!—but in monarchies one most important public duty is to care for the education of the heir to the throne, and "these children about your streets, who cannot even speak your language, are your future sovereigns." This he said in italics. Then a picture of the field of public instruction, its defects and failures, the means and possibilities of betterment, and a gloomy prophecy of the future, if the people, busied with all sorts of what are called material things, should fail to keep a good moral education in advance of all other improvements.

This same year, 1836, Mr. Lewis made a report to the college upon the best method of "establishing and forming common schools and upon their present conditions."

Mr. Kinmont reported stoutly against the general reading of fiction, and another speaker placed even Sir Walter Scott's novels under ban.

In 1837 Mr. Lewis, then newly chosen superintendent of the common schools of Ohio, claimed in a report that the public schools should be so expanded as to include all that was then taught in the best English schools; and he favored not only district schools, but township schools of a higher grade. Another speaker urged the necessity of Normal schools for the purpose of teaching teachers how to teach.

One curious fact to be observed by the reader of these programs is that a woman's name seldom appears thereon, and when it does, the writer of the paper, so it is said, did not, in her own person, read it, but must imitate Shakspeare's great women. After the passing of three-quarters of a century the first one of these assertions, applied to the State Association, would need only a trifling modification. One of the ladies named on these programs—1838—Mrs. Almira H. L. Phelps, wrote an essay on female education, a well-written argument for its betterment. One of the things she would have different was the boarding-school girl, whose education, in many cases, was summed up in her "piece of embroidery." The student of State Commissioners' reports may happen upon

this same bit of handiwork. It is pointed out indignantly, if not gallantly, just twenty years later: The young women "who feel no shame or pain that the day has been spent in lolling laziness; a few moments whiled away in thrumming the piano; a few more on that piece of embroidery commenced longer ago than they can remember," and so following.

In 1839 the seventeenth number on the program was the annual address of the executive committee — a custom honored in the observance by the State Association during its early years.

The need of public enlightenment as an imperative demand of patriotism, the absolute impossibility that the republic long continue if the mass of its people, the rulers, should be ignorant, was felt with peculiar force during those years, a second "critical period of American history." It was no doubt the rock upon which these societies were built. It pervaded many a well considered report and animated many an oration from the platform.

But human "systems have their day." The Teachers' College did not prove an exception. Its last meeting was in the early forties. It accomplished much for a cause of supreme importance, and workers in educational fields in Ohio owe it a debt which can be paid only in life-long gratitude, shown by handing on down the torch which these men lighted.

CHAPTER IX

THE OHIO STATE TEACHERS' ASSOCIATION

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INQUIRY concerning the causes and the men who brought the State Teachers' Association into existence, and the reasons for its being, must go a long road back toward the founding of the State itself. It did not see the light that shone into the clearings upon the first schoolhouses of the seventeenth commonwealth, but the century during which Ohio grew from infancy to robust maturity, supplanting Virginia as the "Mother of Presidents," and sending a round million of her sons to help build States farther west, was little more than one-fourth spent when, in the minds of a few fellow-thinkers of knowledge and wisdom, with a noble solicitude for the future of the republic, the great idea was conceived and brought to birth. An attempt to treat very briefly of this body has just been made.

Their voice was still for popular education, and it awakened a ready response in distant parts of the State. Teachers, preachers and other men of kindred minds and interests began to assemble in certain hospitable places in the region nearer the Lake to reason together, to stimulate zeal, and discover the best lines for abounding energy to work in.

From these "institutes" the State Association came forth, not full armed, perhaps, but no weakling. At institutes in Ashland, Chardon and Akron, in the fall of 1847, M. F. Cowdery, Lorin Andrews, William Bowen, Josiah Hurty, Asa D. Lord and M. D. Leggett were appointed a committee to make arrangements for the organization of a State Educational Society. A convention, sitting in a back room of the Akron courthouse on the last day of the year, the eighteen delegates present representing eleven counties, framed a constitution and organized under it, to be known thereafter as "The Ohio State Teachers' Association."

The executive committee was instructed to prepare a plan for the awakening of public interest in education and the elevation of the profession of teaching, setting forth the scope and purpose of the organization and commending it to the approval and support of teachers. This appeal was prepared by M. F. Cowdery, Lorin Andrews and M. D. Leggett.

The constitution requires that the executive committee carry into effect all resolutions of the Association, and, moreover, it must devise and put into operation such other measures as it may deem best, not inconsistent with the preamble. It must also keep a full record of its proceedings and report the same to the Association.

In his report for 1848 the chairman spoke: "In assuming the responsibility of conducting the business affairs of the Association, twelve months since, the committee selected the following objects as most worthy of their immediate attention: First, the elevation of the teachers of the State, through the agency of teachers' institutes, courses of lectures to teachers, educational conventions and associations; and a more conscientious adherence to the law relating to the qual-

ifications of teachers on the part of county examiners. The second object of the committee was to encourage a reorganization of the schools in the cities and incorporated towns of the State. This was proposed to be accomplished by addressing citizens publicly, and stating the importance, practicability and *economy* of such a change in the common school organization as would give to every child of a town or city an education fitting him for his duties as a citizen; and, lastly, it was the wish of the committee, as far and as fast as practicable, to prepare the public mind for a school system for our State unparalleled for the liberality of its provisions, the wisdom of its measures and the harmony and efficiency of its operations." The reader may wisely and well challenge himself for an answer. To what extent has the half century and longer since this excellent plan was laid seen it bodied forth in reality?

In January, 1848, the executive committee of the Association made conditional arrangements for holding institutes in one-half of the counties of the State in the coming spring. Their propositions were accepted by the following counties: Ashland, Columbiana, Huron, Licking, Richland, Seneca, Stark, Washington and Wayne. In March and April institutes were held in these counties. In ten other counties institutes were held in the fall. It is estimated that the aggregate attendance at these nineteen institutes was about fifteen hundred. The State Association, through its proper committee, pushed with all its eloquence and energy the cause of the county institute, sending experienced instructors to those counties where the teachers would raise a sufficient fund to pay their modest fees. In this day of instructors advertising for calls, competing for the honor and the fee, the following sentence from the report of the chairman in 1851 reads strange: "In the outset of its labors the committee found the great obstacle in the way of holding institutes was the impossibility of securing the services of a sufficient number of competent and experienced lecturers to take charge of them."

Lorin Andrews, the chairman just quoted, in order partly to supply the lack, resigned his situation as teacher and gave his time to this work with at first, besides a possible small compensation from the institutes, no assurance of reward but the belief that he was serving a good cause. The educational public of the past half-century bear witness that he served it well.

At a meeting of the Association the following July in Cleveland, Mr. Andrews's disinterested conduct was cordially approved, and a resolution was unanimously adopted to sustain him by the bestowment of something of a higher market value than words of approval. A salary of \$1,500 was voted him.

Encouraged by the action of the Association and the favor shown his efforts by the people, Mr. Andrews threw himself with even more vigor into the work during the fall of 1851, and the annual meeting in December at Columbus, bore witness to the value of his efforts in the increased number of its members and the quality of their action.

It is three years since the executive committee declared its aims and the most competent witness in the state is on the stand, reporting progress for the year just passed. More than two hundred educational addresses had been delivered, appealing to the minds and hearts of not less than sixty thousand

citizens; three thousand teachers had assembled in institutes and had their love for their profession increased, and their zeal quickened for the improvement of common schools; about seventy of the towns and cities have established free graded schools, more than fifty of which had, within the three years passed, organized under the law of 1849.

This attorney for the people in their case against ignorance and selfishness knew his jury when he compiled a table as an argument. Five towns — all cities now — are compared as to population and school expenditures with other five, likewise now cities. The total population of the former was 20,516; of the latter, 20,890: cost of tuition in the former, \$16,252; in the latter, \$25,120: in the first five there were no private schools, all the pupils attended the public graded schools, "good enough for the richest and cheap enough for the poorest"; in the second five the schools were ungraded and many children attended private schools.

And the chairman, in a sort of poetic vision, sees that the graded schools then in operation "are the forerunner, a kind of John the Baptist, crying in the wilderness and making the paths straight, for that more glorious and comprehensive system of *universal, free* education, which, before many moons shall wax and wane, like the impartial dews of heaven, will distill its blessings, alike generously, upon every son and daughter of this broad State."

No doubt the things proposed and the things done by the late Constitutional Convention had to do with this high hopefulness.

Dr. Samuel Findlay, himself a near follower of the "pioneers," a man of like mettle, worthy to have marched in their ranks, paints a picture of a scene, and makes very real one topic under discussion. He speaks of a meeting of the Association at Dayton in 1853: "Lorin Andrews, the Association's agent, reported early in the session that the income of the Ohio Journal of Education, the Association's organ was not equal to the expense of publication; and forthwith a soliciting committee was appointed, and the audience was publicly canvassed for subscribers. And I remember that not only were subscribers secured in goodly numbers, but lists of subscribers to be secured in the various counties were pledged by persons present.

"On the last afternoon, Supt. Cowdery, of Sandusky, made a report from the finance committee, to the effect that the Association was indebted to the State Agent in the sum of \$410, on account of salary. Dr. Lord expressed the hope that the amount would be raised before adjournment, and handed to the committee his contribution for the purpose. Just before the doxology and benediction, the chairman of the committee announced that the whole amount had been raised. In this connection it should be remembered that the largest salary received by any member of the Association probably did not exceed \$1,000. and not many exceeded \$600. Such was the stuff of which these pioneers were made."

We have seen that the Association was keeping in the lecture field a paid agent. Allusion has been made to the Ohio Journal of Education, which periodical these pioneers had established, and had maintained for eight years; and after the failure of an initial attempt to gain legislative action favorable to

normal schools, followed by trial after trial wherein the "Noes had it" till the line promised to stretch out, if not to the crack o' doom, to the end of the century, they accepted the generous donation of a site and building, and through a special committee of the Association they nobly, rashly, ventured to launch a normal school of their own.

But the truth of history cautions against too confident a thought that the former days were better than these. It records that pockets were not always so quick to open and part with their contents for purposes however laudable, looking after and before, toward past debts and future ventures. The leaders had experience very like that of persons in this younger day, and their measure of praise is full because they set the example and induced for so long a time an effective following, which following, it must not be overlooked, was recruited from the plain people at the county institutes.

It may further the aims of this chapter to place for ready comparison the themes of formal lectures, or addresses, before the Association, also of reports of committees, selected at intervals of a decade.

Before the sessions of 1851 and 1852:

1. The Teachers' Profession — W. D. Swan.
2. Education—its Relation to the Individual and to Society — Geo. Willey, Esq.
3. Annual Address. The Qualifications of Teachers—Prof. Joseph Ray.
4. The Joint Education of the Sexes — Prof. J. H. Fairchild.
5. A Report on District School Libraries — Prof. H. H. Bailey.

- 1859: 1. The Diffusion of Knowledge — John Hancock.
2. Teachers' Meetings — A. Duncan.
 3. A Course of Study for High Schools — I. W. Andrews.
 4. Importance of an Efficient School System — H. Canfield.
 5. Report on Twelve Requisites of a Good School — O. N. Hartshorn.
 6. The Two Antagonistic Methods of Tuition, Instruction and Development — E. H. Allen.

- 1870: 1. Inaugural Address. Educational Progress — R. W. Stevenson.
2. Annual address. The Utility of the Ideal — W. H. Venable.
 3. A Report on a Primary Course of Instruction — J. F. Reinmund, Chairman.
 4. Moral Culture in Schools — Eli T. Tappan.
 5. A Report on the Best Method of Conducting County Examinations — J. C. Hartzler.
 6. Report of the Committee on School Legislation — E. E. White, Chairman.

- 1880: 1. *Superintendents' Section*. Inaugural Address. Industrial Education — C. W. Bennett.
2. On Supervision Depends the Success of Our Schools — James J. Burns.

General Association.

3. Culture and Character — Prof. Judson Smith.
4. The Place and Time for Elementary Science in Our Schools — Prof. John Mickleborough.
5. Normal Schools and Institute Work — R. W. Stevenson.
6. Literature for School Youth — John B. Peaslee.
7. The Quincy Method Not New — H. M. James.

- 1890: 1. *Superintendents' Section.* Inaugural Address. Some Relations of the Superintendent to his Teachers and his Work — W. S. Eversole.
2. The Use and Abuse of Methods — W. T. Jackson.
 3. Truancy and the Truant Law — F. Treudley.
 4. Memory Training — Prof. Gilbert White.
 5. Report on Plans of Adjusting High School and College Courses of Study in Ohio — E. E. White, Chairman.

General Association.

6. Inaugural Address. Fifty Years of Educational Progress — L. W. Day.
7. Scientific Temperance Instruction in the Public Schools — Mrs. Frances W. Leiter.
8. Value of a Library in Connection with School Work — Miss Frances E. Baker.
9. What Can be Done to Elevate the Profession of Teaching? — J. C. Hartzler.
10. Reading in Grammar Grades — Miss Margaret Burns.
11. Rigid or Loose Government — J. C. Hanna.
12. Reverence and Respect for Law and Authority — T. H. Sonnedecker.

- 1900: 1. Inaugural Address. The Present Status — Charles Hauptert.
2. Primary Work — Mary Gordon.
 3. Stages of Moral Culture — R. G. Boone.
 4. College Entrance Requirements in English — Prof. J. V. Denny.
 5. How to Secure College Entrance Requirements in English — R. H. Kinnison.
 6. Safeguards for Adolescents — S. P. Humphrey.
 7. State Normal Schools — John E. Morris.
 8. Township High Schools — S. K. Mardis.
 9. Annual Address. The State and Education — W. O. Thompson.
 10. *High School Section.* Chemistry in the High School — J. W. Knott.
 11. Self Training — Mary Wilgus.
 12. Electives in High Schools — S. Weiner.
 13. *Music Teachers' Section.* The Method — John James.
 14. Expression in Singing.
 15. Benefit of Ear Cultivation.

16. When Introduce Minor Scales?— B. C. Welgamood.
17. Is Individual Recitation Practicable in Sight Singing Work? — N. Coe Stewart.
18. *Superintendents' Section*. Inaugural Address. The Teacher's Economic Value — R. E. Rayman.
19. Limitations of School Curriculum — F. S. Coultrap.
20. A Rational System of Promotions — F. J. Roller.

It was mere chance that the final years of the decades when the programs were in hand, were taken. Any other would have shown the same variety and uniformity, the same change from general culture topics to those almost exclusively professional.

The story of the constitution of the State Teachers' Association is not entirely void of interest.

It is a reasonable assumption that the instrument printed in the first volume, 1852, of the Ohio Journal of Education, facing the names of the officers during the period 1848-1852 is the original constitution. Since then it has been amended at intervals, short and long, has had several revisions, or codifications, and has periodical spells of uncertainty as to its name, O. S. T. A. or O. T. A.

The preamble records that: "As a means of elevating the profession of teaching, and the promoting the interests of schools in Ohio, we, whose names are affixed associate ourselves together under the following Constitution. In all its history these two continue to be the purposes of the organization. In one revision the two are connected by a "thereby." In the second revision the preamble is lowered into Article first.

Article first in this first constitution simply names the organization, The Ohio State Teachers' Association. The officers are a President, twenty-one Vice-Presidents, equal in number to the congressional districts, but in 1859, cut down to five, then to three, then raised to five,— a Recording Secretary, a Corresponding Secretary,— in the revision of 1879 this officer is not apparent, nor since,— and an Executive Committee of seven persons, changed afterwards to six, the president in 1878, being made a member ex officio on motion of Dr. Eli T. Tappan. The duties attached to these several offices were such as are suggested by their titles, and one function of the Executive Committee has never varied,— to provide for at least one meeting of the Association every year.

Article ten is worth quoting: "Any teacher or active friend of education, male or female, may become a member of this Association, by subscribing to this Constitution, each male member paying the Treasurer the sum of one dollar." The Constitution of 1857 omitted "male or female"—thus allowing "females" to pay one membership fee — and it concluded: "and male members may retain the privilege of membership, by the annual payment of one dollar." Since the Constitution of 1879 it is not indispensable that the "friend of education" be "active," and females have all the privileges of males in the matter of fees, this at the urgent request of a number of the prominent women of the organization.

The officers were chosen by ballot for one year. This provision remained permanent except as to the Executive Committee.

The concluding Article, the thirteenth, provided for amendment by a majority of the members present at any regular meeting after notice given at the preceding regular meeting. There has been no change except the omission of the second "regular," though what is a preceding meeting, yesterday's? or last year's? has, at times, been under debate.

The Constitution of 1857 added an Auditor, but he seems not to have heard any vital matters, and in 1878 the office was abolished.

The most recent revision is that of 1892. It restores the word "State" in the title, and "thereby" in the preamble. It includes amendments of some years standing; one providing for Sections — the General Association, the Superintendents', and the State Reading Circle. It names the officers of the Superintendents' Section, a President and a Secretary, and places the Teachers' Reading Circle under the management of a Board of Control to be chosen by the State Association, two each year, to serve for four years, the State Commissioner of Common Schools to be a member *ex officio* of this Board. Article IX names the Standing Committees of the General Association: (1) An Executive Committee, (2) A Committee on the Condition of Education in Ohio, (3) A Committee on the Publication and Distribution of Educational Information, (4) A Committee on Necrology. These Committees each consist of six members, two to be elected each year, to serve for three years. (The President by virtue of his office is a member of the Executive Committee and the State Commissioner of Schools is a member of the Committee on Legislation.

The fundamental law on the subject of membership after its varied career at last found perfect utterance: "The annual dues for membership in this Association shall be one dollar."

Some years ago the organization was chartered under the name of "The Ohio Teachers' Association." Doubts as to the legality of a change since, back to the former title, and of other changes, superficial and radical, seem not to have arisen, nor as the body lives its life and does its work outside of court, handles no money but its own, are they likely to arise.

SESSIONS OF THE STATE TEACHERS' ASSOCIATION

PLACE.	DATE.	PRESIDENT.
Dayton	June 1 and 2, 1848.....	A. D. Lord, Vice
Columbus	Dec. 28 and 29, 1848.....	Samuel Galloway
Columbus	Dec. 26 and 27, 1849.....	Samuel Galloway
Springfield	July 3 and 4, 1850.....	Milo G. Williams, Vice
Columbus	Dec. 25 and 26, 1850.....	Samuel Galloway
Cleveland	July 2 and 3, 1851.....
Columbus	Dec. 31, 1851, and Jan. 1, 1852....	Isaac Sams
Sandusky	July 7 and 8, 1852.....	Rev. W. C. Anderson
Columbus	Dec. 29 and 30, 1852.....	Rev. W. C. Anderson
Dayton	July 6 and 7, 1853.....	Rev. W. C. Anderson
Columbus	Dec. 28 and 29, 1853.....	Joseph Ray

SESSIONS OF THE STATE TEACHERS' ASSOCIATION — Concluded

PLACE.	DATE.	PRESIDENT.
Zanesville	July 5 and 6, 1854.....	Lorin Andrews
Cincinnati	Dec. 27 and 28, 1854.....	Lorin Andrews
Cleveland	August, 1855.....	Lorin Andrews
Columbus	Dec. 26 and 27, 1855.....	A. J. Rickoff
Mansfield	July 2 and 3, 1856.....	Anson Smyth
Columbus	Dec. 30 and 31, 1856.....	Anson Smyth
Steubenville	July 8 and 9, 1857.....	I. W. Andrews
Delaware	July 7 and 8, 1858.....	M. F. Cowdery
Dayton	July 6 and 7, 1859.....	M. F. Cowdery
Newark	July 5 and 6, 1860.....	John Hancock
Elyria	July 2-4, 1861.....	Asa D. Lord
Mt. Vernon	July 1-3, 1862.....	W. N. Edwards
Cleveland	July 2, 1863.....	E. E. White
Toledo	July 5, 1864.....	Chas. S. Royce
Cincinnati	July 5, 1865.....	T. W. Harvey
Zanesville	July 3-5, 1866.....	E. T. Tappan
Springfield	July 1-3, 1867.....	William Mitchell
Dayton	June 30 to July 2, 1868.....	W. D. Henkle
Cleveland	July 6-8, 1869.....	F. Merrick
Columbus	July 5-7, 1870.....	R. W. Stevenson
Sandusky	July 5 and 6, 1871.....	A. C. Deuel
Put-in-Bay	July 3 and 4, 1872.....	Geo. S. Ormsby
"	July 2 and 3, 1873.....	U. T. Curran
"	July 1 and 2, 1874.....	D. F. De Wolf
"	June 29 to July 1, 1875.....	A. B. Johnson
Put-in-Bay	July 3-5, 1877.....	Samuel Findley
"	July 2-4, 1878.....	G. W. Walker
Cleveland	July 1-3, 1879.....	H. M. Parker
Chautauqua, N. Y.	July 7-9, 1880.....	Reuben McMillan
Put-in-Bay	June 28-30, 1881.....	John Ogden
Niagara Falls, N. Y.	July 5-7, 1882.....	J. J. Burns
Chautauqua, N. Y.	July 3-5, 1883.....	G. W. Walker
Lakeside	July 1-3, 1884.....	E. F. Moulton
Chautauqua, N. Y.	July 7-9, 1885.....	Aaron Schuyler
"	June 30 to July 1, 1886.....	W. W. Ross
Akron	June 28-30, 1887.....	W. G. Williams
Sandusky	June 26-28, 1888.....	Alston Ellis
Toledo	July 2-4, 1889.....	C. W. Bennett
Lakeside	July 1-3, 1890.....	L. W. Day
Chautauqua, N. Y.	July 7-9, 1891.....	G. A. Carnahan
Cleveland	June 28-30, 1892.....	W. J. White
Delaware	June 26-29, 1894.....	E. A. Jones
Sandusky	July 2-4, 1895.....	J. F. Lukens
Put-in-Bay	July 1-3, 1896.....	F. Treudley
Toledo	June 29 to July 1, 1897.....	M. E. Hard
Put-in-Bay	June 29-July 1, 1898.....	O. T. Corson
"	June 27-29, 1899.....	Edwin B. Cox
"	June 26-28, 1900.....	Charles Hauptert
"	June 25-27, 1902.....	E. W. Coy
"	June 30-July 2, 1903.....	Arthur Powell
"	June 27-29, 1905.....	N. H. Chaney

Counting by years we call the meeting of 1903 the fifty-fifth. The semi-centennial was duly celebrated at the Toledo meeting in 1897, the charter meeting having been held in 1847. During the first decade there were several "semi-

annual" meetings, held in the summer; the "annual" meetings were held in the winter until 1857. In 1876, 1893, 1901, and 1904 no meeting was held, on account of the presumptive stronger attractions of the National Educational Association or a Centennial Exposition.

As the table above indicates, the Association has traveled somewhat, even over the border.

A large number of its members would heartily approve of a custom of holding the sessions at the capital of the State, and, probably, in the winter; a large number stand for summer time and the lake country. The former believe the attendance would be much larger, and in that ratio, more good done; that the meetings would be nearer the great body of the teachers. The latter point to the great number of local associations, with gatherings all over the State, and think it would be well to continue the State Association in its present location and lines of work.

Both sides are unselfish, are sincere in their differences and loyal to the organization. Is there among school people, or any other folk, an organization where love for the cause is deeper, where the spirit of progress and that of conservation commingle more temperately, where the vein of genuine sociability runs purer?

CHAPTER X

THE COUNTY INSTITUTE

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INFORMATION that conventions for the instruction of teachers had "broken out" in New York — as, according to John Fiske, Gov. Hutchinson wrote home that a House of Burgesses had done in Virginia — was finding interested auditors in Ohio, and the Rev. L. Howe of Sandusky was moved by an "intent, charitable" to invite to that city Salem Town, a lecturer whose work before New York audiences had met great favor. The call was heard, a convention was announced, and duly, in September, 1845, the first teachers' institute of the west was conducted in Sandusky, Ohio. The chief speakers were Salem Town, Asa D. Lord, and M. F. Cowdery; Dr. Lord, at that time principal of the Western Reserve Teachers' Seminary — a school opened in 1838, at Kirtland, by the Rev. Nelson Slater and Mr. Cowdery, a teacher therein.

About one hundred persons are credited with attendance at this opening of the institute campaign, now sixty years ago. Its success was great enough to induce a following, and, in October, the instructors already named, assisted by M. D. Leggett, conducted a second institute at Chardon. It had a much larger attendance of teachers than its predecessor, and many of the leading citizens, not engaged directly in educational work, were drawn to it by the earnest words of the speakers.

It may be that the name, County Teachers' Institute, needs no definition but it has a double signification,—an organization of the teachers of a county, or as many of them as the Ohio persuasion plan will summon, for the purpose of improvement in their art, and also a meeting of that organization. The officers commonly were — it is now changed and a matter of statute — a president, vice-president, secretary, treasurer, an executive committee of three, and, sometimes, a critic; their duties suggested by their titles. The institute in most counties holds a session once a year, continuing one week. Sometimes it begins very late on Monday and ends very early on Friday. Five days are scant time, but the statute demands only four.

Resuming our narrative, in 1846 institutes were held in Ashtabula, Geauga, Lake, Lorain, Richland, Trumbull, and Warren counties, and Hon. Samuel Galloway, Secretary of State, and by that fact, State Superintendent of Schools, referred to these institutes in the following language:

"Were this same instrumentality extensively adopted in Ohio, it would breathe the spirit of a new creation upon our common school system. These associations must tend to promote a professional spirit and independence — an enlarged view of the dignity and responsibility of the teacher's vocation — ambition to attain the highest standard of attainment which may be exhibited by any teacher — imitation of the best modes of instruction and discipline, and active co-operation in all that is calculated to promote general intelligence."

Henry D. Barnard, the "inventor" of the institute, the distinguished State Superintendent of the schools of Connecticut, in which State the first institute

in America was held, spent several weeks this year in Ohio, lecturing in Cleveland, Cincinnati, and other prominent cities. The people heard him gladly, and his influence lifted higher the rising tide of educational enthusiasm.

There were institutes, in 1847, in the counties following: Ashland, Ashtabula, Delaware, Geauga, Hamilton, Lake, Medina, Summit, Stark, Trumbull, and Warren. Two sessions were held in Summit, and Stark and Wayne held two joint institutes.

Early this year, February 8, the Legislature of Ohio passed a law to encourage *Teachers' Institutes*, the preamble of which does not sound like cold business legislation but breathes the institute spirit and was written, it were safe to assume, by one of the "fathers": "Whereas, it is represented that in several counties, associations of teachers of common schools, called Teachers' Institutes, have been formed for the purpose of mutual improvement, and advancement in their profession, which, it is represented, have already accomplished much to elevate the standard of common school instruction in their respective counties: therefore, in order to encourage such associations, and thus promote the cause of popular education, be it enacted."

The act was declared in force only in the counties of Ashtabula, Lake, Geauga, Cuyahoga, Erie, Lorain, Medina, Trumbull, Portage, Summit, and Delaware. In these counties the commissioners were authorized—"it shall be lawful"—to pay over to the county board of examiners on the order of the county treasurer a portion of the annual avails of a certain fund which had come from the United States treasury when, in December, 1836, Ohio had accepted its proportion of the surplus revenue therein eddied, and had later apportioned it among the counties on the usual basis of the number of white male inhabitants over twenty-one years. The examiners must expend one-half of this sum in the payment of lecturers for the institute, and one-half to purchase and support a library for the use of the institute.

This law, except one fatal weakness, was well planned; but though it set out with such a gracious preamble, and next year was given the right of way throughout the state, almost nothing came of it. Institutes were held that year and the next in most of the counties to which the original act applied, but the county commissioners must have bored extremely small gimlet holes into the treasury—if leave be granted to borrow a classic metaphor—and not have followed with the auger, for it does not appear that any library came into being as the purchase of the second half of the money.

To the same impotent conclusion came the act created at the same time to provide for the appointment of a county superintendent in any county wherein the voice of the people should call for him.

It was just said that almost nothing came of these acts. This, however, may stand to their credit. They were an admission on the part of the legislative branch of the government that something was the matter with the patient though it admitted of too much local option in dealing out the medicine. In 1863, Commissioner White wrote: "The design of the law is frustrated through the indifference of County Commissioners. I know of but one board who voted any 'encouragement' to an institute during the past year."

In 1849 the General Assembly made what was probably an improvement upon the foregoing statute. The county commissioners were authorized — they were not required — to add to the sum which came to the institute treasury sufficient to make it one hundred dollars; but this, on the condition that forty practical teachers, permanent residents of the county — there is a touch of grim humor in that “permanent” — shall declare their purpose to attend the projected institute, and their petition, to carry weight, must bear the written approval of the county examiners. But there is another condition which would test the earnestness of the teachers and admonish them of the sweet uses of economy. Whatever amount they ask of the county, they must themselves first pay down or secure the paying down of a sum half as large.

It must be borne in mind that for the institutes of the first two years after the initial one there was no fund for their maintenance provided by the law. Their only sources of supply were the pockets of teachers and of other friends of public education.

This act was amended — so far an utterly superfluous statement — the following year, by a provision that all the money used under the provisions of the act amended, in purchasing libraries, shall be used in purchasing and supporting suitable common school libraries for the several common school districts in the several counties in the state that may be in possession of the funds named in the act.

The Journal of Education for 1852 contains Mr. Lorin Andrews's table of institute statistics, collated and reported by him as chairman of the executive committee of the State Teachers' Association.

Progress had been great. Institutes were held in forty-one counties. The aggregate membership was 3,251. They were held in every month but January, February, June, and July. The names of a number of the instructors and evening lecturers are familiar to the older folk of the present generation of teachers, a far greater number were never known or have been forgotten. Of the former are Lorin Andrews, John Ogden, M. F. Cowdery, Edward Olney, Asa D. Lord, T. W. Harvey, I. W. Andrews, C. S. Bragg, S. B. Parker, Mrs. S. B. Parker, O. N. Hartshorn, A. Schuyler, J. Tuckerman, Anson Smyth, W. N. Edwards, G. K. Jenkins, Rev. S. Boyd, D. F. De Wolf, M. D. Leggett.

Of course the writer must have looked through the glass of his own memory. No other list would be just like it — “yet each believes his own.”

The executive committee, far from being content with this great advance beyond the mark of former years sent out their proclamation in January, 1852. It is part of educational history. Some of its paragraphs follow: “Well qualified and experienced teachers will be called upon to spare from the various fields of local labor a week or two of valuable time, and devote themselves, their talents, their energies and experience to the instruction of the teachers assembled in the institutes; and the friends of education in each county, are hereby earnestly requested to make the necessary arrangements for holding an Institute. In any county in which there is a reasonable assurance that a sufficient number of teachers will be willing to attend an Institute, the County Examiners, or the

Executive Committee of a County Educational Association, or a self-constituted body, ought to act as a Committee of preliminary arrangements."

The Executive Committee hope to be able to supply all the Institutes with lecturers, if application be made early. It is expected that the traveling expenses of lecturers will be paid; and though it is not required, yet it is hoped and believed that a fair compensation for their labor and time will be given them.

* * * *

In a large number of counties of the State, the County Examiners occupy the last day of the session of the institute with an examination of teachers; and to those teachers who have attended the institute, certificates are usually granted free of charge."

The force of suggestion could no further go.

The treasury of the county institute still rested on the rather sandy foundation of voluntary contributions and the general code of 1853, so helpful to educational interests elsewhere, did nothing to steady the structure, the only mention of institutes therein is in the naming of the duties of the State Commissioner: "superintending and encouraging Teachers' Institutes," making a report concerning them, and causing laws concerning them to be printed and distributed.

School Commissioner Barney in a spirit of high optimism, terms this an emphatic indication of approval of these associations on the part of the State Legislature, and infers from it that the authorization of the county commissioners—"shall be, and they are hereby authorized"—should be understood by them as "almost purporting a command," when the sources of the before mentioned one hundred dollars should from any reason fail, "to make up such sum from any moneys in the county treasury," and in case there are no moneys, "to levy a tax."

Pertinent to this matter, or made pertinent by its reversal eleven years afterward, was the negative provision in the law concerning teachers' examinations: "No fee or charge shall be made for a certificate." The doctrine seemed to reign in the minds of many that if the law compelled teachers to undergo so unnecessary a process, and often so merely formal, as examination, it might have the grace to do it without price. An examination fee is a tax for the support of the institute. It is heaviest upon those most in need of the institute, but often by failure to attend, they fail to profit by their investment. If ambition be his tutor and study his habit there is a right honorable road which will lead the teacher out of this unwelcome land of examinations and taxes.

In 1854, Mr. Barney's table of institutes shows that forty-one were held, several for a fraction of a week, but nearly all for a week. Like preceding tables of institutes this gives no statement of the amount of funds raised and how distributed. We can not learn from it what branches were taught by the "instructors," and upon what themes the "lecturers" found freer scope for their eloquence. The attendance varied from 30 in Adams and Stark to 130 in Portage. Many new names appear among the instructors and lecturers, as H. H. Barney, Horace Mann, R. W. Stevenson, Daniel Vaughn, W. T. Coggeshall, A. J. Rickoff, C. R. Shreve, Alfred Holbrook, Isaac Sams, W. C. Catlin, Joseph Ray, Cyrus Knowlton, C. S. Royce, O. N. Hartshorn, J. Williams, and many more.

Enthusiasm, as Acres found by personal experience is true of valor, "is a thing that comes and goes." In 1857, three years after the date of the statistics just given there were institutes in twenty-one counties; in 1858, there were eighteen institutes held in sixteen counties; in 1859, there were fourteen institutes held in thirteen counties.

In the first of these three years \$1,569 were received from members; \$521 from County Commissioners — Champaign, Clermont, and Seneca, each \$100 — and an air of good fellowship and cultured geniality is thrown upon the scene by the appearance among the public lecturers of "All hands," and "Our Literary Gentlemen." In the second, received from members, \$1,968; from commissioners, \$325, Clermont and Preble each granting \$100. Among the public lecturers were Eli T. Tappan and James A. Garfield. No dividing line between instructors and lecturers. In the third, received from members, \$1,591; from commissioners, \$305, from other sources, \$72.14. Names of instructors are not given, only the "Principals." There were lecturers though, seventy-one, all "male," and Prof. James A. Garfield is quoted in the *Journal of Education* as speaking upon Surplus Power in Reserve for the Teacher, English Composition, and Theory and Practice of Teaching.

In 1860, there were nineteen county institutes held in eleven counties, Belmont, Cuyahoga, Wayne and Morrow entertaining two each; received from members, \$1,856.50; from commissioners, \$500; Athens, Preble, Ross, Trumbull, and Tuscarawas granting \$100 each. Herman Krusi, Robert Kidd, Charles Louis Loos, Eli T. Tappan, John H. Klippart, W. D. Henkle, were among the public lecturers.

In 1861, there were ten institutes held in nine counties, two of them continuing five weeks; three, six weeks; one, three weeks; one, two weeks; three, one week. Evidently this was a normal institute year mainly.

In 1862, no report concerning institutes was made, and none in 1863, beyond the statement of the commissioner that: "this year only twenty institutes have been held, attended by about a thousand teachers. Seven of these institutes were normal institutes, continuing from four to six weeks."

In 1864, March 18, an act of the Ohio Legislature went into effect that proved a substantial aid to the cause of the county institute by furnishing the "sinews of this war." It enacted that, "as a condition of examination, each male applicant for a certificate shall pay the board of examiners a fee of fifty cents, and each female applicant a fee of thirty-five cents. The necessary traveling expenses of the examiners, afterwards limited to one-third of the fees, being paid out of it on the order of the county auditor, the balance of the sum of the fees remained in the county treasury as an institute fund.

This law has since been amended and the total of the fees from applicants for certificates goes into the institute fund of the county, and until 1904 the traveling expenses of the examiners were paid from the county treasury.

To continue the minute relation of the statistical history of the county institute would be to go beyond the allotted space. Thus far so much of bare facts and figures has been given that the reader, interested in the present, may better

appreciate what he sees and touches of the educational life of the State from the taking of a steady look at one of its factors and the efficient causes thereof. what the first preachers of this gospel meant to do and amid what difficulties they tried to do it. Hence this part of our narrative will have an end in a short table giving the total expenditures for county institute purposes in the years noted:

1858	\$2,327 00
1868	9,274 09
1878	17,099 28
1888	23,836 45
1898	27,042 22
1903	28,089 74

Institutes in the great majority of the counties have been held yearly since the statute of 1864. Without reference to the ideal organization, the practiced observer sees that the Ohio institute has done and is still doing with full intent a two-fold work. The proportion of each in the mass and severally is constantly varying. In the early institutes, one would judge from the records which have tarried till our time, the work was general in its character, eloquent — for eloquence on all platforms more abounded then than now — the present is in too big a hurry to be eloquent — germane to the great theme of popular education and the public school as an instrumentality, and the imperative duty of the people and of the State. Here is a pretty broad program:

1. What is Education? Intellectual, Physical, Moral, Individual, Universal.
2. Progress and Triumph of Our Common School System.
3. Systematic Education.
4. Life, or the Complete Man.
5. The Duties and Responsibilities of Teachers.
6. The Mathematics and the Languages.

As we come down the decades, the leading line of discussion — the only one the founders meditated — is the science and art of education and school management, with a horizon broadening to the history of education, the lives of educational reformers, and, finally, psychology.

But the institute was and is in the hands of a committee who represent the teachers. The lecturer does not come from some superior headquarters with a message burning for utterance in this direction, or that. The committee has heard of him or from him, has written to him, has again heard from him, and again written to him, and even before the statute of 1864, in many counties, as is shown by the sums collected and disbursed, has bound itself to pay him a generous fee. So, the teachers, through their committee, have a very audible voice in selecting the meat upon which, like modern Cæsars, they will feed. They have not forgotten the examination, that coming event that casts its shadow before, they visualize the place and the process, mindful that "we build the ladder by which we rise" to the envied height of a certificate, out of arith-

metic, grammar, geography, history,—perchance reading and writing, and kindred academic rounds.

One does not require any rare gifts to tell the result; but, on the other side, he must not too heavily shade the picture by his stern theory as to the *raison d'être* of institutes. Look at it from the instructor's point of view. The story runs that an attorney with abundant emphasis told his client: "They can't put you in jail for that." "But I am in, though," through the grating, quoth the client.

"I am here to teach you how to teach arithmetic, grammar, and the rest. You are presumed to know the legal branches and know them well."

"But we don't, though," is the sad and very true response.

What did, what does, the instructor do? "Say, ye severest, what would you have done?" Why, discuss vital parts of the assigned topic,—he is ready for that or he has no business there,—and along with the discussion, when the minds of the untrained listeners are awake to the beauty of truth when found, an individual subjective lesson, a scrutiny of the way along which the words of the speaker found entrance into his mind, then a resolve to go and to try with his might to do likewise with his pupils.

Interspersed with these exercises there was, there is, almost certainly discussion of questions about school management and government, and the cure of the sorest ills that juvenile flesh, during school hours, is heir to.

For concrete examples here, hundreds of teachers can recall a Harvey, teaching geography; a Tappan, teaching arithmetic; a Williams or a Henkle, teaching grammar.

In another class of institutes there was solely review work; in the mild slang of the day, "examination cram." The meetings were not without fruit, but the leading purpose of an institute was ignored. The fruitage might, however, have been less if the same instructors had ventured upon the uncharted sea of pedagogy.

A degree of fashioning for entertainment has always been regarded allowable in the evenings, a relaxation to those who had been really at work, a bid for public good will, but there is a present tendency setting in strongly for evening lectures at all hours. The eminently fair-minded Commissioner Harvey once wrote: "They have been exceedingly useful in the past, and will do a good work in the future, without the assistance which the State ought to furnish. * * * A portion of the time of each session of almost every county institute is now wasted in the discussion of unimportant questions, in listening to lectures on subjects having no direct connection with actual school work, or in the exemplification or elucidation of methods which can not be employed in all classes of schools." A partial remedy for the last fault is sometimes devised by having lecturers suited to teachers of different degrees of experience, and concerning the work of different grades, in progress at the same hour, and letting teachers select accordingly, or their principals select for them.

Out of this notion of furnishing instruction specifically suited to the needs of the instructed grew the city institute.

Instead of the universal scarcity of funds for the maintenance of the county institute a fat treasury is now not a rare thing and the committee can with that magic wand summon lecturers of the widest reputation from far and near.

Sometimes the work of these specialists deserves high praise and the large fees which go with it, for the uplift it gives to life's common way. The speaker has acquired skill during years of personal experience and observation; he has detected some of the teacher's manifold problems and found an apparent solution; and acquired, when he was not to the manner born, a genial mode of communication, so that long put away fruits have all the flavor of spring, and the often told incident has the sparkle of first discovery. It is not the best treatment the institute could have, but it is good.

One of the most efficient of institute instructors and students of pedagogy in all its departments once bore witness as to the characteristics of another one, perhaps, of the several classes of instructors: "It is well known that some instructors have budgets of 'taking' lectures, 'telling' lessons, and 'rattling' speeches, one or at most two on a subject, rather than a body of systematic instruction; the whole often giving an institute a highly sensational character. Specialization would, it is believed, tend to expel sensationalism and give new dignity to the work." These remarks were made in 1889. It is for the reader who knows the present to determine whether they are current history as well as past.

Ten years ago, an inspector from a sea-board city said concerning the Ohio institute that the conditions are peculiar; no county superintendents and no State fund. "The committee has absolute authority in the employment of talent," as though talent were something that can sit on a seat and stand on a platform. "In one county the surplus fund secured by the fifty cent deposit required of applicants for certificates amounts to seventeen hundred dollars."

"There is no compulsion regarding attendance, no financial inducement, and no direct advantage except in personal improvement. The volunteer element has some decided advantages. The teachers are there because they wish to be. The earnest members of the profession are in attendance. They appreciate professional work and seek that which inspires them to make the most of themselves as teachers."

An effort to better the instruction at the county institutes was made a few years ago by the State Teachers' Association. This body requested the State Commissioner to select committees whose task it would be to prepare *syllabi* upon the different topics; grammar, geography, and the other themes commonly discussed. The committees were chosen and they, in due time, completed their labors, the *syllabi* were printed at the cost of the Association and sent out by the Commissioner to the institute authorities.

The use of these *syllabi* at the institutes could not have been general though many copies may have found the way to teachers' school-room desks or study tables, and peradventure, wrought a good service. The preacher is not likely to change his text after reaching the church, nor is the congregation desirous that he should. Very rarely would he be willing that the heads of the discourse should be given him, feeling so confident of his own ability in that line.

One grievous defect of the county institute system, a remedy for which has been attempted before and is written more strenuously into the code of 1904, is its failure to reach the "submerged" third or even half of those for whose good it was devised. The instructor meets the upper fraction at the institute, while those who most need him are not even "conspicuous by their absence." It is their wont. Commissioner Hancock suggested a law that would make a certificate of attendance at the county institute for the current year, of at least four days, unless he shall have been excused by the county examiners, to be filed with the township clerk as a condition precedent to the issuing of an order for the payment of the teacher's salary.

In the long struggle for county supervision the people were assured that such an officer would at least cure the ill of non-attendance upon the sessions — all of them — of the institute, but county supervision is not imminent. Mr. Hancock's suggestion has not been given force. It would, at any rate, be largely with the county examiners, and it lies there without any new legislation.

Much of other things beside "virtue" lies in an "if"; but if the people would elect a probate judge who would appoint no man county examiner but on the condition that he would personally and officially aid everything in the county designed to improve the quality of public school instruction, the teachers in very much larger numbers would be present at the institute, and the examiner aforesaid not absent. If in every county every teacher should receive from the executive committee timely notice of the coming institute, and no matter how far out in the country lies his present or prospective work, or how recent his coming into the county may be, if he be met by some one to make him feel at home instead of wishing he were there, 'tis not in mortals to command success but this institute will have gone far toward deserving it.

Under the recent code, to have an institute it must be that at least thirty practical teachers, residents of the county, must declare their purpose to attend such session. The officers are a president and a secretary, elected by ballot for one year, and an executive committee of three members, one elected each year for three years. The president and secretary are members of the executive committee by virtue of their office. There is no treasurer. His occupation's gone since the executive committee give bond, manage the financial affairs, and "account faithfully for the money." The declaration of the "thirty" and this bond are the county auditor's warrant for giving to the "institute committee" an order on the county treasurer for the institute fund. This fund is the sum of the examination fees paid by applicants for certificates, licenses to teach, from the board of county examiners, not as their pay but, as has been said, an involuntary contribution to the support of the institute.

The statute requires the secretary to report to the State commissioner of schools certain essential items and allows ten dollars for this report and his services as secretary, a penalty of fifty dollars hanging over him to prevent failure.

When a teachers' institute has not been held in any county within two years the commissioner of common schools may hold one or cause it to be held.

It appears to have been the intention of the legislature to require any board of education to pay the teachers in its employ a week's salary for attendance upon the county institute, if it is held in vacation, and two weeks' salary if they must dismiss their schools in order to attend. The text runs: All teachers of the public schools within any county in which a county institute is held may dismiss their schools for one week for the purpose of attending such institute, and when such institute is held while the schools are in session the boards of education of all school districts are required to pay the teachers of their respective districts their regular salary for the week they attend the institute upon their presenting certificates of full regular daily attendance at said institute signed by the president and secretary thereof; the same to be paid as an addition to the first month's salary after said institute by the board of education by which said teacher is then employed, or in case he is unemployed at the time of the institute, then by the board next employing said teacher, provided the term of said employment began within three months after said institute closes.

At the institutes of the season following this legislation a reasonable interpretation of its meaning did not need a place on the program for free and earnest discussion.

Laws many; suggestions of all degrees of practicability; criticism, favorable and unfavorable, world-wide, the experience of three-score years; unbound volume upon volume of testimony by successful teachers of mature years as to the benefit they received from this organization, all leave the Ohio institute not only an important part of the Ohio school system but an absolutely essential part. It could be improved, and there is reason to believe that the door to improvement will stand open.

There may be a school of architecture whose votaries fix the portico at the rear of the house, but the place of holding institute sessions has had no word in this epistle. There are counties wherein it meets year after year at the county seat, and there are counties whose teachers believe that good results from the institute's itinerating. They say that public interest is aroused, and good done, when, in the smaller towns, the people come out to see and hear; and this they do not do amid the multiplied distractions of the cities and larger towns.

There is a custom, not so general as it was formerly, of having a minister of the nearby open the exercises with Scripture reading and prayer, generally withdrawing soon afterward, strange as that would have seemed in the early days when the clergymen took so active a part in the proceedings of educational meetings. After the opening a gentleman representing the locality is introduced. His mission is to deliver an address of welcome, the ingredients of which are likely to be a few pleasant sentences, "voicing" the good will of the residents toward the cause of education and its devotees, the teachers of the "rising generation." A vein of humor runs through an enumeration of the attractive features of the town, especially its schools, their efficient superintendent and his excellent assistants, then good wishes, a repeated welcome, and an end.

The historian's pen would not tell the whole truth did it not admit that the bidder of welcome sometimes takes his function o'er seriously; lauds the teach-

ers' profession, then proceeds to make smooth roads through the rough places and to bridge the broad chasms with an address upon education, or it may be a "view" straining for utterance upon some heresy of the text-books. But no harm is done, and the welcomer is welcome.



CHAPTER XI

COUNTY AND LOCAL EXAMINATION OF TEACHERS

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IN 1821, January 22, the first general school law was passed. At this point we are concerned only with the fact that provision is made for the election of a school committee who are authorized to cause the erection of a school-house and to employ "a competent teacher or teachers." The committee may test this competency in its own way, or take it for granted. Four years thereafter, in the act of February 5, 1825, it was made the duty of the Court of Common Pleas of each county to appoint annually three suitable persons, to be called examiners of Common Schools. In addition to their function as examiners of teachers, any one or more of them could visit the schools in the county, and examine the same, and give such advice relative to discipline, mode of instruction, and management, as they might think beneficial. A teacher who had not from one or more of the examiners a "certificate of approbation," could not have the assistance of the law in collecting his wages.

The title, examiners of schools, has always seemed a misnomer, but it is clear that the original bestowers of it did not mean it so to be. The law says nothing about fees for the examiner, or from the applicant and the certificates had no time limit.

In 1826, it was made lawful for a Court of Common Pleas to increase the number of examiners, but not to exceed the number of organized townships in the county.

In 1834, the number of county school examiners was fixed at five, and they were to appoint an examiner in each township with power to examine only female candidates, in response to a supposed incompatibility between women and arithmetic. This law was changed in 1836, and required the election of three examiners in every township.

In 1838 — there was now a State Superintendent of schools — the number of examiners came back to three, for the county, appointed by the Court of Common Pleas for three years. They shall hold quarterly meetings, "and at such regular meetings, any one of the members, on failure of the others to attend, shall be competent to examine candidates and issue certificates." Reading, writing, and arithmetic are required; other branches may be added, and must be, if the applicant is to teach them. The *clerk* is to receive from the county treasury one dollar and fifty cents for each day spent in the regular examinations. The board may hold a special meeting, in which case the clerk receives fifty cents from the hand of each candidate *when the latter receives* his or her certificate. No certificate under this law was valid after two years from its issue, but it might be for any shorter time, not less than six months.

In 1849, geography and English grammar were added to the list of required branches.

In 1853, a good moral character, orthography, reading, writing, arithmetic, geography and English grammar, must be named in the certificate; the time to run was still limited to two years; and the members of the board, appointed by the probate judge for a term of two years, were declared entitled to one dollar and fifty cents each for every day necessarily engaged, but no fee could be charged the applicant.

In 1864, March 18, an act was passed by the General Assembly, amending the law of 1853 in several particulars, and adding important supplementary matter.

From the school of experience, somewhere in the State, it had been learned that mistakes of a serious nature were sometimes made in the appointment of examiners and in the licensing of teachers. The judge of probate was given the power to remove an appointee found unworthy, and the board of examiners was authorized upon just cause to revoke a certificate.

The number of examinations was limited to eighteen in the short round of a year—it seems beyond the most robust credulity, but, before this, thirty, forty, even fifty meetings were reported—the times during which certificates were to run were not changed; an adequate knowledge of the theory and practice of teaching was added to the proofs of professional preparation, and, as a condition of examination, a fee was required, fifty cents from men, and thirty cents, increased the next year to fifty cents, from women. This fee was not the price of the certificate or the remuneration of the examiners; it paid for the privilege of “taking” the examination, and for the support of an institution for the benefit of those examined, and the sum of these fees, less the traveling expenses of the examiners and the cost of revenue stamps, the last item suggestive of the dark days of the war, was set aside for the support of institutes in the respective counties. The fashion of stamps on teachers’ certificates passed away, and the subtrahend for “expenses” was limited in the law of 1873 to one-third of the sum of the fees.

In 1868, May 8, it became the law that whenever a teacher is employed to teach the German language in any common school he shall first be examined as to his ability to teach in that language the branches required, including the theory and practice of teaching, but with German grammar instead of English grammar; and, if not found wanting, he shall have a certificate “to teach said branches,” changed five years later to a requirement that all branches shall be taught in the English language.

After the codification of 1873, special certificates could be granted to teachers of special arts and languages, while private examinations were forbidden; and all expenses attending examinations, such as janitors’ wages and rent for rooms, must be paid from the county treasury, not from the applicants’ fees, and the examiners’ per diem was increased to \$2.00.

In the Commissioner’s Report for 1874, in the Table of County Examiners, we find that the boards have been reorganized, and that the respective terms of the members, now three years, are to end, one each year,—a wise step taken years before in the Akron law.

The history of the United States was added in 1882.

In 1884, county boards of examiners were authorized to grant certificates for one, two, three, four, and five years. These certificates were to be valid in a city or village district if endorsed by the president and secretary of the local board.

In 1888 persons were rendered legally incompetent to serve as examiners of teachers, if financially interested in any school for the training of teachers, or in a book publishing or book selling firm.

There is a looking toward a professional license in the making of the five-year certificate depend upon certain contingencies of experience and renewable at the discretion of the board.

After the coming New Year's physiology and hygiene must be added. The conditions upon which a primary certificate should be granted were an examination to test the applicant's ability to do well the teacher's delicate tasks in a primary grade, evidence of good reputation, and of a knowledge of physiology and hygiene.

In the examination of a charge against the holder of a certificate the board may send for witnesses, and examine them under oath. The offense is therefore perjury if they knowingly testify falsely.

July, 1896, civil government was placed on the list as a sort of appendix to United States history.

Two years afterward, the eight-year certificate was proffered to the ambitious teacher. In addition to the necessary attainments in scholarship, he must hold or have held a certificate for five years, must have been for the three years preceding his application engaged in teaching, eighteen months of which time must have been continuous in one place — he must have held his position against attack, and he must have declined any call to a better one — and he must pass a satisfactory examination in botany, algebra, natural philosophy and English literature. In the clause concerning offenses which might well justify the revocation of a certificate the language describing the possible offender is "intemperate, immoral, incompetent, or negligent"; and, soon after the inclusive phrase, "intemperance or other immorality," is used.

The custom of appointing local or district examiners who should hold examinations and report results appears to have been of slow growth. The Akron law, 1847, directed the appointment of School Examiners and this law, with its supplement of 1849 was gradually adopted in many cities and towns. This examining function was probably considered a local matter, which, in the immediate sense was true, besides, this period was the interregnum between the only State Superintendent of Schools of Ohio and the lengthening line of State Commissioners.

By the law of 1873 boards of education of city districts of the first and second classes, and of village districts having a population not less than twenty-five hundred, were authorized to appoint local boards of examiners. These boards, in city districts of the first class, consisted of three, six or nine persons; in the other districts, of three persons, and the examination fees in the former went to the support of city institutes, the others, to the support of the county institutes.

The act of 1853 excluded from its uniforming provisions many towns, and villages of two hundred or more inhabitants which had organized under the act of 1849 and had their own boards of examiners, and many other small districts organized under a special law were in the same condition. In these this system of examination worked badly, as the township system did in its day. To the faults that so easily beset any other yet discovered plan of examination this adds some failings of its own. It is so easy, when little's to be done, to do nothing.

In 1868 the estimated number of local examiners was 240; no farther report. In 1872 three local boards report; thirty-seven in 1873, but their message to the Commissioner was that no examinations were held. Twenty-nine city boards in 1874 reported 928 applicants, "gentlemen, 103; ladies, 825." In 1876, 1,351 applicants; in 1877, 1,822. In 1878 we find a table with statistics, in form like those of county boards. Fifty-three cities are named; from four there is no report and two say "no examinations." Applications by gentlemen, 256; by ladies, 1,535; rejections, 38 and 178, and for this service the examiners were paid \$2,180.50. Almost without exception the superintendent of schools is a member of the examining board. This is still the custom and harmonizes with the functions of the board as the examiner of teachers, but as an examiner of schools the board sits in judgment upon the work of the superintendent also.

There is no call to follow year by year the history of these boards but for the sake of contrast and comparison the following statistics are presented from a report near the present, that of 1902. It contains the usual statistics of "District Examinations" held in eighty-one cities and villages, for the law of 1873 had provided for local boards in city districts of first class and second class, and village districts with a population not less than 2,500. Total number of applications, 4,175; rejections, 419; different applicants who received certificates, 3587; paid examiners, \$8514.75; paid for other purposes, \$959.89; certificates granted, 5 years, 1,263; three years, 794; two years, 912; 1 year, 1,114; total, 4,083. Unfortunately the occupation of each examiner is not given.

The narration of the law as to examining boards, county and city—as village boards are abolished in the code of 1904—may properly be rounded out here by a look into the provisions of the code upon this subject.

Two members of a county board must each have had at least two years' experience as teachers or superintendents, and within five years have been actual teachers in the public schools. An examiner shall not teach in any school not supported in whole or in part by the State, or be employed as an instructor in a teachers' institute in his own county. He could render service, and, often did, as Antonio lent out money, "gratis." He must not be interested financially in any educational journal; he must hold the "necessary teacher's certificate." He must not use his office for personal or private gain. If a hotel keeper, would he forfeit his position as examiner if he voted to hold sessions in his home town?

For clerical service at each examination the clerk shall receive four, six, or eight dollars as the number of applicants varies from sixty-one to one hundred or over.

Examinations are held on the first Saturday of each month, unless a legal holiday should fall on such Saturday, in which case the examination is held on the succeeding Saturday. Private examinations, and ante-dating a certificate are forbidden. The questions are all prepared under the State Commissioner's direction. Certificates for one, two, or three years are regarded as *provisional certificates*, and are not, except under certain conditions as to continuous service, renewable. Certificates for five or eight years are *professional certificates* and are renewable upon certain other conditions of service. Should the holder of a certificate be on trial for any of the charges already named he "shall be entitled to produce witnesses and defend himself"; such witnesses, it would seem, are not "on oath or affirmation" as the witnesses sent for by the examining board are. "The fees and the per diem of examiners for conducting such investigation, at three dollars a day each, and other expenses of such trial" shall be paid out of the county treasury. Witness "fees," possibly.

Under this law there are three kinds of teachers' certificates to be issued by county boards. The Teacher's Elementary School Certificate, valid for studies below the high school rank; the Teacher's High School Certificate, "valid for all branches of study in recognized high schools and for superintendents, and Teacher's Special Certificate." The first class named must credit the bearer with a good moral character, an *adequate knowledge* of the theory and practice of teaching, and the *qualification to teach* orthography, reading, writing, arithmetic, English grammar and composition, geography, history of the United States including civil government, physiology including narcotics, and, after September 1, 1905, literature.

The high school teacher in a village, township, or special school district, and the person who "acts as superintendent" therein, must bear that "good name in man or woman," and must be "qualified to teach literature, general history, algebra, physics, physiology including narcotics, and, in addition thereto, four branches elected from the following branches of study: Latin, German, rhetoric, civil government, geometry, physical geography, botany, and chemistry, and must have an adequate knowledge of theory and practice.

The special teacher must have his character — rather, his reputation — certified to by the proper board, as good; also, his ability to teach his special branch, or branches; also, his knowledge of theory and practice. The sufficiency of the common school life certificate is maintained.

The fee of a member of a county board of examiners is "ten dollars for each examination of sixty applicants or less, fourteen dollars for each examination of more than sixty applicants and less than one hundred, eighteen dollars for each examination of one hundred applicants or more."

The city board of examiners consists of three persons appointed by the board of education. Their powers, duties, and responsibilities are, in the main, identical with those of county boards. They may, on occasion, call in the aid of

specialists, the superintendent must give information in reference to branches and special studies, and the board prepares its own questions.

The first time since the era of certificates began, the city examiners have a "discretion" as to whether or not "teachers in elementary schools be examined in drawing, music, or German, even if such subjects are "a part of the regular work of such teachers."

The compensation of these boards is fixed by the city board of education, and payable from the contingent fund of the district.

All manuscripts of an applicant, filed as answers to questions before either county or city board, the results of any oral tests, any other information which may come to the board touching this applicant's professional fitness shall be promptly acted on. All such manuscripts shall be kept for sixty days by the board so that if the applicant failed, as the result, in his opinion, of any unfairness, he may be allowed to review his papers, and, if still so inclined, may appeal to the State Commissioner of Common Schools for final decision.

The way was long from the certificate of the "three R's," and the one for "females," which demanded but two, to the eight year professional certificate of 1904, but students of educational systems think it at most stations an upward way. Accounts of proceedings of educational meetings show that changes usually came after they were discussed and called for by men and women who were dealing with actual things, not spinning fine theories. In some instances, doubtless, this was not true. When the law was passed forbidding the appointment of two members connected with the same school upon an examining board, the declaration was frankly made that the bill was brought from his home by a sergeant-at-arms, returning from his holiday vacation; and the act rendering the normal school man ineligible to the office of examiner was, in its initiation, aimed at a single mark.

Probably the most radical feature of the present "Chapter XII — Boards of Examiners" — is that concerning the preparation of questions for the county examinations. What a State would do is part of its history, hence it may, not irrelevantly, be related that once a bill providing for a uniform examination of teachers was passed into a law. It named the offices whose incumbents should prepare the questions. It directed their printing, their distribution, and their opening, and then: "No county board of examiners shall use any questions * * not furnished as herein provided, unless by action of the board they may determine otherwise." It may be possible that those legislators whose votes transformed this piece of humor into a law did it with a grave face. Ohio had a compulsory attendance law years ago of the same fashion.

On the subject of uniform questions in the examination of teachers something has been said on each side. Prophecy is not our present function, but so long as human nature is what it is, uniform questions and uniform examinations can not be synonymous terms. The grade's the thing. If the questions are to be the same for all the counties, doubtless they are to be made where they should be made.

A commissioner of schools whose words on topics allied to education were the result of varied experience, extended reading and careful, patient thought gave utterance in the Report for 1889, to something upon this subject:

"It has been suggested that it would be in the interest of the schools to have the questions uniform for all the counties, as is now done in some of the States. If what has been said above is true, entire uniformity is not wanted, for every movement that seems to look toward making a mechanical bureau of a system of education should be scrutinized with the utmost care, and it is not by any means certain that uniform examinations, where they have been tried, have borne the fruit expected of them. It would be a matter of regret to have any change made in our examinations that would make the chief function of the county boards that of a mere marking machine. Better use can be made of these boards. However, an occasional set of questions, suggestive as to breadth of questioning and the best means of finding out whether applicants have an organized knowledge of the subjects they are to teach, might be sent out to county boards with profit."

"While the duty of boards of examiners to shut out of the teachers' ranks the unqualified, is incontestable, these boards should deal generously with those that have shown knowledge and teaching skill, by passing an examination fairly well. The purpose of re-examination was not, according to the true meaning of the law, that teachers should be taken over the same ground in the same old way throughout their professional life-time. If it had been, it is safe to say, no scheme could have been contrived that would work as a more steady and certain clog on the progress of teachers and schools."

"They need to familiarize themselves with the best things that have been thought and done in the world and draw thence ever fresh inspiration for their work. The opportunity to do this, in this day of cheap books, is everywhere. All that is needed is to find the time to read. It is not too much to say that our scheme of oft-repeated examinations consumes the time in preparing for these examinations, which ought to be, and with skillful directive power from examiners, would be, given to reading. One book with a spark of fire in it will be worth more to a teacher of whom we have grounds to entertain hopes of growth than all the re-examinations in subjects he already knows, that can be crowded into a life time."

"I have known a woman, a gentlewoman, who possessed in a high degree the two essentials of a good teacher, common sense and a loving heart. Her scholarship did not reach high, but she was a good teacher. Teaching was her profession, and she deserved a life certificate as much as any of her examiners, but she was compelled every year to fret her honest soul with vile problems on higher arithmetic and syntactical analysis. Her examiners were honest men, and they knew her worth; they made a compromise between their sense of right and the time-system of grading; they ignored the ignorance of syntax, and every year issued a certificate for one year. The system ought not to make such compromises necessary. Every teacher known to do good work ought to have a certificate for life."

Since the public school idea took fair shape there has never been any opposition worthy of note, to the position that the small public who build a school-house, and prepare it for use, and purpose to send their children to the school should have some expert assistance when the difficult task of installing the right teacher is on.

In the opinion of a great majority of those who study the question near at hand there is an agreement about who should be this expert, a supervisor who should see the teacher at actual work before making choice, and see and guide him afterwards.

But when there is no such non-commissioned officer, who shall act in his place? At present, whom should the appointing power select for this delicate, complex service? Who should examine teachers? Like many other questions, answers, sensible and pertinent, come from two directions. To one way of thinking this claim is altogether convincing. Medical doctors do not examine lawyers, lawyers do not examine dentists, theologians do not examine lawyers, teachers do not examine druggists nor pilots — therefore teachers and teachers only, should examine teachers.

Again, the doctor does not know the things he must test the lawyer in. He may know all that is known about the *Materia Medica* and nothing about *Fearne on Contingent Remainders*; the lawyer could not test the dentist's expert skill or the teacher wisely plumb the depths of the knowledge of the pharmacist fresh from school, but the lawyer, doctor, dentist, druggist, may be a very competent person to measure an applicant's knowledge of arithmetic, grammar, history, geography,—work which has in it nothing professional, while theory and practice may be looked into by one of the teachers on the board. Although every man who serves at all serves the public, not all are chosen for service by the public; not all must have the co-operation of the friends of each customer; not all are paid from the public pocket. Of the teacher about to be, each of these negatives must be transformed into an affirmative. As a lawyer or other "layman" can worthily represent the public on an examining board so long as examinations are the thing they always have been and promise to be, and as his being a member may increase public confidence in the liberality of the board's action, it is well to have the board not solely and solidly teachers.

The vital question, another will say, is not whether a doctor or preacher be in the board, but *what* doctor, *what* preacher, and with considerably more force *what* teachers? How may it be brought about that the probate judge shall offer the position of examiner to the best man for the place he can induce to take it without reference to where he stood in the November battle of ballots, or to what faith he adheres? And the problem toughens when the reply is made, "Elect probate judges who will do that," and the query, "How can the people be got to do that?"

Whether certificates should be granted readily for the longer periods, the elevation of the standard, the prime importance of judicial grading, the reliance upon per cents, and if anything beside these — the "ideal," as it was termed in

one historic debate — how measure it? These are a few matters of consideration in the history of the examination of teachers.

Some views of examiners themselves may throw side-lights upon the subject.

1. "The recent legislation lengthening the time for which certificates may be granted will result in a positive injury to the schools of this county — nay, the baneful results are already beginning to appear. Many teachers soliloquize thus: 'Well, I have a certificate for five years, and for that length of time I need not be subjected to the exactions of the examining board. My soul take thine ease'."

2. "We fear that the Legislature, while endeavoring to advance the cause of education by making the lowest grade of certificate twelve months, has caused many of our teachers to become derelict in their duties. Frequent examinations work wonders among the plodding teachers."

3. "Further evidence of growth is seen in the number of townships that hold institutes at their own expense. I might mention also the advanced grade of certificates, now issued, and a slight increase of wages, paid teachers."

4. "We can truly say that we regard the late law for the extension of time for certificates as an improvement on the law repealed and are inclined to think we can already notice the benefits thereof upon our teachers. It has not been the custom of the board to renew first class certificates without subjecting the holders to re-examination. We have always seriously questioned the wisdom of this policy. We are confident that there are teachers in this county, who, while holding such evidences of scholarship and professional skill, could not obtain fourth class certificates, if brought to a reasonable test of examination."

5. "The action of the Legislature, changing the time of certificates to one, two, three, four and five years, has certainly been a step forward."

6. "In a majority of States certificates are issued for various numbers of years; in two or three States even ten-year certificates are issued. There is no more reason in this than there would be in admitting a lawyer to practice at the bar for a period of ten years; I can see no more reason for a license for two years than in one for ten years. If the holder is on trial, one year is long enough, and if not on trial, there is no justification for placing a limit of time on the license. There may, however, be a limit of grade, depending on scholarship. In practice the length of time of certificate depends almost always on the literary attainments of the teacher, and it is the result of an effort to classify teachers. But there is no justice in it."

7. "The conclusion I arrive at is, that those who show sufficient knowledge may be on trial, licensed to teach for one year, and the examiners should have the power, at their discretion, to renew this. It might be proper to renew for several years, if the teacher shows every year some decided progress. There must be some normal schools, and better ones, before we can limit the trial-period to a single year. Those who show to the examiners sufficient knowledge and sufficient skill to be admitted to the profession, ought to be admitted without any limit of time."

The copy-books used to contain a line about whose truth there was no contention: "Many men of many minds," but here is a bit of dogmatism about which the minds of observers who have had experience might agree. No question as to the length of time a certificate should run is vital, or who shall prepare the tests, or who grade the papers, as long as applicants, some of them weary already with the long ride to reach the scene of action, are that day to be tested as to the competency of their knowledge of the long and lengthening list of required branches, to say nothing of their fitness to teach them.

In the *Tempest* there is an old counselor of whom it was asked: "What impossible matter will he make easy next?" But this was on an enchanted island, full of music, sounds and sweet airs that give delight and hurt not, leagues from facts and problems, and per cents.

CHAPTER XII

COUNTY SUPERVISION

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ONE who turns the leaves of old reports, but has not a long reach of memory and experience into the times that tried school men's souls and who is aiming by research to atone for the crime of being young, is in danger of finding an error where there is none — a something worse than an anachronism, he will think, for it not only did not then exist, had not before, has not since, but makes no promise. Still he will do the erring.

The thing which does not call for this many-worded introduction is the official title used by a schoolmaster in making his report in 1851 to the Ohio Secretary of State. But having learned prudence from the sequel to many over hasty conclusions he profits by the greatest privilege of modern times — the right to suspended judgment,— and continues his investigations.

The "title" was "County Superintendent of Common Schools." As he searches somewhat at random he comes upon the school law of 1838, Sec. 28: That the county auditor shall be county superintendent of common schools, and, as such, shall do and perform such duties as shall be hereinafter prescribed. This seems to make all clear, but going on into the next section to learn what duties are there prescribed, he finds they all and several have to do with finance, no suggestion of schools except the name, while the report referred to was a veritable school report with a variety of interesting matter; not only of most things as are contained in the modern mammoth affair, but, the number of pupils over fifteen years of age who cannot pronounce readily, write legibly, and cipher through interest; number of visits by directors, and patrons, and other persons; number of chairs, globes, clocks, arithmeticcons; number of wood houses, of brick school houses, of log school houses; districts in which no winter school was kept; number of schools located by the roadside, by four corners, by two corners: a total enrollment of 6,697 in the one hundred ninety-two schools visited.

The superintendent calls it his Fourth Annual Report as the Superintendent of Common Schools for Ashtabula County, and relates that in accordance with the instructions of the county commissioners, sufficient assistance was employed to traverse the whole county in the winter. As the fathers find their graves in our short memories it should be recorded here that the name of J. Tuckerman is affixed to this report.

The first legislation tentatively reaching toward the supervision of the schools of a county is come upon in the act of 1825 where, in section twenty-eight, the official privileges, as they might be called, of the examiners of schools are written down: visit the schools in the county, and examine the same, and give such advice relative to discipline, mode of instruction and management of said schools, as they may think beneficial; the scope of which, like the amount of unpaid service it dreamed of, growing fine by degrees. After six years of harmless desuetude, the right to deal out advice gratis was revoked by omission

though they might still examine schools. The law of 1838 calls these officials school examiners, but adds to the function of licensing teachers, permission to examine text-books, when they think it advisable, to determine which were best for use in the schools and to recommend the same.

The year of the Akron law, 1847, a bill was passed by the Ohio Legislature which authorized county school supervision in any county whose commissioners would provide for the payment of a salary sufficient to secure a superintendent. Three counties only availed themselves of this permission. Ashtabula was one of the three, and it is four years after that the report we have drawn upon was made, and the title is explained, also the reference to the commissioners. This bit of permissive legislation, the kind which has allowed, and, probably, done much to cause Ohio's slow march toward an efficient system of schools was repealed years ago, and no successor to that mild statute has ever been throned in its vacated chair, though the record of attempts made, attempts proposed, and general discussions upon the general necessity or the absolute futility of the thing would fill a very large book.

This volume would contain earnest appeals in its favor by speakers at the various associations, by state commissioners on their official pilgrimages and in their reports, and by many others, who with tense muscles had their shoulders to the wheel of the car of educational progress; on the other side of the question there were not lacking those who were not convinced of the wisdom or the necessity of the measure, and their strong allies, those opposed to all changes, and those who counted only the cost, or guessed at it.

There would be short, often dogmatic utterances from county auditors in their reports upon matters educational, some of them, tired and impatient over the task of framing a full and consistent report out of the raw material furnished them by township clerks, and audibly praying for successors in this one line of their official duty, others giving impersonal opinions upon the merits of the case.

There would be no lack of expression of views, from county examiners and teachers, in reports to the Commissioner of Schools and in communications to the public through educational magazines, touching the subject at all angles; sparse records of the deliberations of School Committees of House and Senate would have a place, and echoes from more than one great educational campaign throughout the State to present to the people this reform, which came and saw but failed to complete Cæsar's triangular boast.

The writer assumes that the failure on the part of the friends of this strengthening brace in our system of popular education to have a law demanding it written among the Ohio statutes, and, as a sequence of the law, an officer on his rounds among the schools of each county, would not be a reason for not regarding the long argument as part of the educational history of the State.

He hopes that the reader who has any concern with the course of the evolution of the Ohio school will care to know what topics the people cared to think and talk about; and, possibly, will be interested in what they said, though, as a preliminary confession, the story will lack continuity.

State Commissioner John A. Norris, 1866-68, was the most untiring champion that county supervision has had in Ohio. In each of his reports to the

General Assembly he arrayed the ills of the common school system and the grounds of his confident reliance upon the establishment of this office as the cure for many of them. He reasoned from analogy and fortified his conclusions by the results of laborious inquiry into the experience of other States. This experience he took as a guide in the fashioning of a bill which he prayed the legislature to make alive as a law. With great fervor he pleaded that the vital thing was to obtain from their hands a law that would make as certain as things human can be, the election of the best man.

The chief provisions of the bill were:—

1. The election of the superintendent by the presidents of township and other local boards of education.
2. The superintendent elect is required to obtain a certificate of qualification from the State Board of Examiners.
3. He is required to give bond in the penal sum of \$5,000.
4. The State School Commissioner is authorized to fill vacancies.
5. It is made unlawful for the superintendent to act as agent for any author, publisher, or bookseller, or to receive directly or indirectly any fee or reward for his influence.
6. He may be removed from office for specified causes.
7. The salary depends upon the number of youth of school age in the county. * * * * The salaries are to be paid out of the school funds arising from the State levy.
8. He is required to visit and examine each school in the county, at least once each year, and other important duties are specified.
9. He is required to conduct or cause to be conducted, one teachers' institute each year, of at least one week's duration.
10. He is made *ex officio* a member of the county board of examiners.

This bare abstract of this important bill shows that it aimed to throw around the office those guards against political influence and incompetency, which the experience of other states has shown to be necessary. It was an approved bill, one which the friends of supervision heartily supported. Its enactment would have inaugurated a new era of school progress in Ohio, at least it gave such promise. But not enough votes could be secured to place it in the statute book.

In 1878 a "section" was added to the State Association bearing a name proposed by some person with a love in his soul for metonymy, "The Ungraded Section." Its field was the rural schools; its special mission, a campaign for county supervision; its plan of operations, to bring about an educational convention in each Congressional district to which every man within reasonable limits was invited to be a delegate.

The work began without delay and in November, Commissioner Burns, the president of the section, made a combined report and exhortation through the organ of the Association. Several conventions had been held, all well attended; discussions participated in by teachers, directors, members of city boards of education, editors, members of the General Assembly, and the governor of the State. Several other meetings were announced.

Mention is made of the sending out of petitions to the vice-presidents, of whom there was one for each congressional district, and then the report continued.

"If these can be presented to the people of the State, especially to those primarily interested—the residents of rural districts, with a few well chosen words showing the economy, the wisdom, the real *necessity*, of some such measure as the one for which we ask; and then, numerously signed, find their way to the representatives of the people in the General Assembly, I believe that Ohio can have County Supervision. But thus to argue our case in the halls of the Legislature with words made eloquent by the underwriting of tens of thousands of those who read and think and vote, the teachers of Ohio in city and country, must make a long pull, and a strong pull.

In the rural districts, some of the teachers are actively in favor of this movement, but the very state of things which so imperatively demands this reform also brings it to pass that many teachers of the sub-districts are not in favor of it. They need to be convinced that a county superintendent with a heart and soul in him, must be the *worthy* teacher's best friend; and he will do a lasting benefit to the schools, by showing the unworthy from whatever cause, that his proper path in life points away from the school-room door, and kindly urge him to stand not upon the order of his going."

Then came an outline of the man and his work, as they appeared to the eye of true believers:

"We do not expect a County Superintendent to remedy all educational ills, but we do expect him to collect statistics which shall be reliable, and to do this service—an important one in the judgment of any person who has given it thought—more economically than it is now done; to do efficient service in aiding the large number of inexperienced teachers who, of necessity, must every fall be received into the schools, to organize their schools so as to obtain the best results from time and labor, and to give hints after seeing school and teacher, upon the essential matters of school government and management—quiet lectures—but to an audience quickened to attention by the sense of immediate need; to be an efficient and economical conductor of teachers' institutes. Acquainted with the wants of his fellow-workmen, he can provide proper remedies. The time of our institutes can be much extended without increase of cost, and their efficiency as training schools greatly increased by having this officer at their head.

As examiner of teachers, or as a member of the Board, he should add method and certainty to the vital work of examining applicants to teach; and he will allow their licensing to depend largely upon what they have done in the school-room, and are able to do again, not upon what they write down upon a sheet of paper of what they know of books, and guesses at what they think they can do.

A worthy incumbent of this office will be a competent inspector of schools; and this inspection is a condition precedent to an effective working of a system of schools, as it is to getting good results from a cotton factory or a machine shop. The maxim in Holland is, 'As your inspection is, so is your school.'

By his daily walk and conversation he preaches the gospel of punctuality, promptness, mental industry, obedience to law, good books to be read in pleasant homes, and the importance of something more than the bald formulas of a few text-books to the future fathers and mothers of those homes in which, as history shows, the great leaders of our Republic have their early training."

In January, 1879, there was an educational rally at Columbus, summoned by the chairman of the executive committee of the Ungraded Section. Forty counties were represented. There was a business meeting in the afternoon. The evening session was held in the hall of the house of representatives. Many members of each branch of the legislature attended and gave an apparently interested ear to the addresses.

The opening speech was a clear argument, made by a member of the House, the Hon. Daniel Worley of Stark County, which was followed by short, earnest talks by twelve other speakers, all but one in favor of the object of the meeting. From some cause unknown, unless it were the particular number of those who took an active part, in spite of the eloquence of the debaters, it was an unlucky discussion, and the cause was not "full high advanced."

Saturday morning the convention met in the Central High School hall, Superintendent W. H. Cole, presiding. An exhaustive and eloquent address was read by Superintendent W. W. Ross, seconded by remarks, few but to the point, from a number of the prominent teachers of the State.

The mind of this body of educators was spoken in a report of the committee on resolutions:

WHEREAS, This convention hold these truths to be absolute and universal:

1. That the concern of parents for the good of their children absorbs and controls all other human interests.
2. That the welfare of the State depends upon the morality and intelligence of its people.
3. That to prepare children for successful and useful lives, and for the just performance of their duties in the primary meeting, and at the polls, good schools are indispensable.
4. That good schools cannot be secured without the direction and supervision of skilled experts; and

WHEREAS, The truth last named is further supported by experience and observation to the effect —

1. That while very great improvement has been made in the schools of the cities under supervision, the ungraded schools of the rural districts have made little advancement.
2. That in consequence of the improved condition of the schools of the States in which county supervision was first introduced, State after State has incorporated it as a part of its system of school administration, till at the present time it is a cherished feature of the school systems in three-fourths of the States of the Union.
3. That it is the common estimate of observers that one-half of the time of children attending the rural district school is wasted for the want of adapta-

tion of each successive step of instruction to that which preceded and that which is to follow.

4. That the people of the rural districts who are within reach of town or city schools, and who are able to meet the expense, very commonly seek to have their children educated in these schools.

5. That the boys and girls thus sent to cities for education are estranged from the life and duties of the farm and country household, and that as a result the tendency of population is to larger cities, thus interfering with the proper distribution of labor and with the best development of the resources of the whole country.

6. That in the management of railroads, manufactories, and all other enterprises, a large percentage of the whole expense is given to oversight and direction, and that where this is neglected, financial disaster is the consequence.

7. That wherever this subject has been thoroughly and impartially investigated by the people, the almost unanimous opinion is that faithful and earnest supervision of the common schools of the whole State is vitally essential to progress.

In consideration of the principles and facts above stated, be it

Resolved, That this convention, composed of friends of education and teachers, do hereby respectfully and earnestly recommend the adoption of a system of responsible supervision in every county of the State.

Mr. Ross's address was published in pamphlet form and distributed widely, also a circular, prepared by a committee of which Dr. Alston Ellis was chairman, and full of matter that should interest the tax payers, for it concerns them. The campaign literature was abundant and worthy. Mr. Worley had a bill to present to the General Assembly for consideration. But when the time came it was judged that the elements were unfavorable and the boat was not launched. It would have been more heroic to have ventured and been wrecked.

SOME UTTERANCES FROM THE COMMISSIONER'S OFFICE

"The best plan, and in the end the cheapest, would no doubt be to have a county superintendent, who should perform all the duties, visit all the districts, examine teachers, make returns, look after school property and funds, settle controversies, and perform all the labors now so much complained of — leaving to the district officers as little trouble as possible."

SAMUEL LEWIS,

Superintendent of Common Schools.

"Without thorough and constant supervision on the part of the State, the school system can never be made harmonious in all its proportions. A rigorous and vigilant central influence must be brought to bear upon it, in order to insure concert of purpose and of action throughout the various members of the system. And this central influence must be exerted through the medium of local and

intermediate agents, who will take a lively interest in aiding the State officers or board, in accomplishing their purposes of reform or improvement."

HENRY W. KING,
Secretary of State.

"Perhaps the plan which was partially incorporated in the act of 1838, has been more generally favored in this State than any other—that of a single State Superintendent, assisted by county superintendents. The only serious objection which has ever been made to this plan, is, that it is too expensive to support, not only a State officer for this purpose, but also a distinct officer for the same purpose, in each county. Hence, this plan has come to be modified by substitution for the distinct offices originally contemplated, offices already constituted, and devolving the charge of the schools upon them. This modification of the original plan, has shorn it of its strength and efficiency, inasmuch as the duties under the school law are too apt to be regarded by the officers upon whom they have thus devolved, as subordinate to the main duties of their office; and hence, they are far less likely to be properly discharged, than they would be under other circumstances."

SAMUEL GALLOWAY,
Secretary of State.

"It is believed that the most efficacious measure which can be adopted at the present crisis, is the creation of the office of county superintendent. Those who now act in this capacity are unqualified by the pressure and claims of the paramount duties of their offices as county auditors, for discharging what ought to be the essential duties of superintendents. They are anxious to be released from a station so uncongenial with their tastes and pursuits, and cordially concur in the necessity and importance of such a change."

"An intelligent and efficient system of school supervision, then, should be regarded as of vital importance to the welfare and success of our common schools. Let such a system be established, and it will work a cure of nearly every unsoundness which now impairs and cripples the efficiency of so many of the schools in the State; for it is one of those vitalizing elements in a school system which is capable of eradicating from it a thousand defects and ills."

H. H. BARNEY,
State Commissioner of Common Schools.

"A writer in a recent number of the Ohio Journal of Education urges with ability the appointment of County Superintendents; assigning many valid reasons for the same; defining the duties of such an officer, and, from which the following is an extract: 'That a County Superintendent is the one thing needful for the perfection of our State School System, few will deny, who will be, or have been sufficiently interested to examine the matter. But to succeed, the officer must be a working man; the office is a laborious one; the duties are extensive and responsible, and the diligent prosecution of them would occupy the greater portion of a year. In every county, he would be an active colleague

of the State School Commissioner, subject to his instructions, and ready to aid him, both during his official visits, and upon all other occasions.'

But it appears to the undersigned that the attempt to carry this idea into execution, would be met by certain practical difficulties, which would to a great extent, thwart its purpose. The plan has been adopted in several of the States; but in most instances it has failed to realize hoped-for results. And if every township was favored with an 'Acting Manager of Schools,' there would remain little necessity for County Superintendents.

For even hinting the idea of a County Superintendent, I received a sharp rebuke from a highly respectable newspaper in one part of the State; while an able writer in another quarter of the State, earnestly combated the idea that there are serious difficulties in the way of the successful introduction of such an agency into our school system. Doubtless these diverse opinions on this subject, represent the views of thousands of the people of Ohio, who are intelligent and devoted friends of education. One class is warmly in favor of, and the other as warmly hostile to, the creation of this office."

ANSON SMYTH, *Commissioner*.

"The great want of our country schools is supervision. It is this which has vitalized the schools of our large towns and cities, and raised them to their present high position; and it is this alone which can give character and efficiency to the neglected schools of the rural districts. These schools sadly need a competent superintendent to introduce uniformity and system in their classification and general management—to map out and personally direct a rational course of instruction—to instruct inexperienced teachers in truer methods of teaching and discipline—to point out their errors and successes, and apply vigorous, searching tests to the results of their efforts; in short, to set up a higher standard of work, and inspire all concerned therein with a progressive, earnest, educational spirit.

"The experiment of conducting a system of education without vigilant, intelligent oversight has been often tried, but always with the same result—a want of system and thoroughness. Deprive the graded schools of the State of all superintending care and direction, and they would rapidly decline in standing and usefulness. There is, indeed, but one opinion among educators respecting the vital importance of a system of vigilant, thorough supervision as a means of improving our schools.

The vital necessity of supervision for our country schools being settled, the practical question arises, how can it best be secured? I see but one feasible mode of accomplishing the result, viz: by organizing an efficient system of county supervision. The conviction is becoming well nigh universal, among those who have given the subject attention, that is *the one thing* now needed to perfect the excellent school system of Ohio. A competent superintendent in each county of the State, discharging with reasonable faithfulness and energy the duties incumbent upon such an officer would wonderfully enhance the efficiency of our now uncared for and isolated rural schools."

E. E. WHITE, *Commissioner*.

"In asking the General Assembly to take such action as the wants of our country schools imperatively demand, it is not thought necessary to enter into a discussion of the relative merits of the different plans to meet these wants, that might be proposed.

"The experience of other States, and the prevailing views of educational men point unerringly to the agency of county supervision. Without doubt, other agencies might be adopted that would greatly aid in rendering the country schools more efficient, but it is confidently believed that county supervision is not only the most effective and economical, but the most expeditious and sure means of calling into existence other and powerful agencies to meet the same wants.

"As has been before remarked, our system of township supervision, by means of acting managers of schools, has proved a lamentable failure. Similar systems in other States have also uniformly failed. Any system of supervision for the country schools must necessarily fail, that does not make provision for the employment of competent superintendents, whose entire time and energies are given to the work.

"What is wanted to give new life and wise direction to our country schools is a judicious system of school electioneering—a corps of able and faithful school recruiting officers—the creation and perpetuation of healthy school revivalism."

JOHN A. NORRIS, *Commissioner*.

"The demand for county supervision of schools is on the increase. The resolutions passed by educational associations and by numerous Teachers' Institutes, and the assent to these resolutions of the intelligent friends of education, clearly indicate that something more is needed to infuse new life into the schools, especially those of the rural districts. The beneficial effect of supervision on the schools in cities and towns has demonstrated the fact that judicious supervision is a powerful educational agency. Following are ten advantages specified, that would result from the labors of efficient county superintendents."

W. D. HENKLE, *Commissioner*.

"To insure competency and efficiency in supervision, the plan of county superintendency has been recommended in many reports of this department. It has been tried in many States with success. The State Commissioner has no hesitancy in repeating his recommendation for its adoption, believing that it will be an effectual means for the improvement of the schools in the rural districts. The field of labor for each superintendent will be large, and his duties arduous; but earnest, enthusiastic men overcome seemingly insurmountable obstacles, and those with whom they associate become imbued with a portion of their spirit. Under the watchful care of these men, the sub-district schools would soon begin to emulate those of the towns and cities in the struggle for excellence. The cost of the scheme need not be great, for funds now used for other purposes might be appropriated to sustain it, and duties now performed by other officials, for which they are allowed compensation, might be

performed by county superintendents. The unanimity with which township and county school officers indorse the plan of county superintendency, confirms the views heretofore expressed of its expediency."

THOMAS W. HARVEY, *Commissioner*.

"I do not believe that paying results can be obtained in the instruction of pupils, in the construction and location of school-houses, in the selection of proper time-saving apparatus and books, in the provision of suitable furniture for school-rooms, in the arrangement of studies best to be pursued, and in the preparation of intelligible, satisfactory reports, without skilled, intelligent, competent supervision of schools and of school provision. I am equally positive that incompetent or unskilled, inefficient or dishonorable, unscrupulous or self-aggrandizing supervision of schools and of school provision is an extravagance and an evil more dangerous to the growth, prosperity, and life of popular education than the combined antagonism of factions can or will ever be. The superintendent of schools who is not wise and skilled enough, and I may say brave enough, to do the legitimate work of supervision in the interests of his pupils, *all* of them, and of the public, or who spends his best thoughts and strength in concocting plans for the manipulation of the boards of education, in the interest of his own aggrandizement and continuance, rather than in the interests of those he is employed to serve, or who through fear of place-ostracism or for any other reason sells or lends his influence in any degree whatever to any interest extraneous to the public interest, or who, in order to outrival in management his contemporaries, so reports the status of his school as to make himself an example of deception and fraud to his pupils and to such of the public as are intelligent observers, is worse than an incumbrance.

CHARLES S. SMART, *Commissioner*.

If a fact was ever established by the testimony of witnesses, it is proved that county supervision is a valuable part of the machinery for managing successfully a system of rural schools. If reasoning by analogy ever afforded a basis for action, the example of other States and countries, and the conduct of all other important interests, will justify the people of Ohio in this step. * * *

Appointment of the superintendent by a convention of presidents of township boards of education, or of delegates appointed by these boards, will much increase the chances of getting the right man. * * *

The superintendent must advise with boards of education, looking specially to greater unity of effort and better results in school work, and linking together in a common interest and sympathy, directors, parents, and teachers. His knowledge of the schools and teachers would eminently fit him to examine the latter for license to teach. Actual inspection by a skilled workman is the only certain test of skill, and in this work a sure test is of infinite importance.

The worthy county superintendent will be the best friend of the worthy teacher. Elevating the character of the school brings the teacher upon a higher plane where merit is more likely to receive recognition.

JAMES J. BURNS, *Commissioner*.

I have attempted to show that inexperience of teachers is likely to remain a permanent condition of country schools — at least for a long time to come. Every year there will be entering upon the work of teaching in these schools a large number of young men and women who have never taught a day. Many of them come to the most difficult task in the world with scanty equipment in the branches they undertake to teach, and without dreaming that methods of instruction have a philosophic basis. Young, inexperienced, crude in knowledge, with no one to advise with in their perplexities, it is not to be wondered at that their labors are unproductive of the best results. Such teachers cannot even know whether they are doing good work or not. Those of them that have natural qualifications for becoming instructors, in time work out of this state of things, and become good teachers; others never do. And this latter class is not a small one. Supervision appears to be the natural remedy for all this, so far as it is capable of remedy.

But it may be urged that a county superintendent could have but little time to give to individual teachers — and this is largely true. But a little help at the proper time would be of great value. Besides, the superintendent could supplement his personal attention by other means which would make amends for the shortness of time he would have for that. He could hold regular township meetings of teachers, in which he not only could give general instruction as to the management of schools and methods of instruction, but could advise with teachers individually as to the best means of overcoming any special difficulties they might have encountered in their work. The superintendent could, too, make the labors of teachers far easier and more effective by prescribing a regular course of study, and giving them instruction as to the methods of carrying it out. By this means time would be gained through the reduction of the number of classes, and some system be given the work, where now so much of it lies in utter confusion.

Such superintendent could do much — and that should be one of the main features of his work — to create or augment a healthy educational feeling among the patrons of the public schools. This he could do by addresses to the people, or by conversation with leaders of public opinion in the different communities.

JOHN HANCOCK, *Commissioner*.

Intelligent supervision is the secret of success in all great enterprises. The public school system is one of the greatest and most momentous of human interests. Is it not, therefore, necessary that it shall have intelligent guidance? And if we admit that the success of our city schools is due to supervision, would it not be wise to extend this influence to *all* of our schools?

When all discussions on this subject are ended, it would seem that county supervision is the logical conclusion. To my mind it is the only way to reach the country schools.

CHARLES C. MILLER, *Commissioner*.

The friends of supervision have never been able to unite fully upon any measure looking to this end. The teachers and patrons of the sub-district schools also hold many different views; some oppose any kind of supervision, others

favor township supervision, while still others hold to the opinion that county supervision is the proper solution. * * *

It is not necessary in this report to enter upon a lengthy discussion of the benefits of supervision. They are recognized in every department of business. Neither is it desirable to discuss the relative merits and demerits of township and county supervision. I feel that it is my duty, however, to state that, after carefully investigating this matter, I am very positive in my conviction that township supervision is vastly superior to county supervision. That supervision which does not inspect is poor and incomplete at best, and such inspection is impossible in as large a territory as the average county.

OSCAR T. CORSON, *Commissioner*.

As already suggested, there is need of better organization in our township schools. Very much could be accomplished through some form of required supervision. A number of plans have been suggested. First, township supervision. This plan is in successful operation in quite a number of townships under permission of law now on the statute books. Single township superintendency, however, presents several drawbacks. It covers too small a territory. Financial considerations interfere. It is difficult always to secure the right kind of talent. Second, single county supervision. This plan is now in successful operation in many states of the Union. If made operative in our state some difficulty would be encountered in our larger counties, but with improved roads, rapid transit, the telephone, duplicating apparatus, etc., a larger area can now be reached than ever before.

Third, district county supervision. This plan is a compromise between the small unit of the single township and the much larger unit of the whole county. It contemplates the division of the county into several supervising districts, each having from thirty to sixty schools. In either of the last mentioned plans the salary of the superintendent should be paid out of county funds, and the choice of a superintendent should be made by a union meeting of the boards of education of the territory supervised.

LEWIS D. BONEBRAKE, *Commissioner*.

OPINIONS OF COUNTY EXAMINERS, 1868

As to results: what our schools want most, and must have before they will accomplish a tithe of what they were designed to accomplish, is thorough County Supervision. Give this county (or any other in the State) a man for County Superintendent, who is a live educator, to look in upon every school in the county; observe the manner in which our teachers impart what knowledge they possess; how they govern themselves and their schools; see what interest, if any, is manifested by the patrons of these schools in their progress; and, if possible, by evening talks with people at the schoolhouses awake an interest in educational matters that is not now felt—and we feel sure that the amount of money now expended in our county for school purposes would accomplish double

the good it does. County supervision is the one *great* want of our present school system.

Finally, we need one thing exceedingly, viz.: county superintendency. When that shall have been established we are confident new life will be infused into all our schools and a new era will commence in our educational history.

The question of a county superintendency does not find many advocates in this locality. It is believed that our schools can be as successfully managed by the present system as to incur the expense of an additional county official, who may not always be selected in view of his peculiar fitness for the place, but rather to subserve some political end, generally to the detriment of educational interests.

Lastly, we absolutely want county supervision. This want is confessed by every friend of education with whom we have conversed, who has given the matter a careful reflection. It is the *great want* of our common school system, and the one thing necessary to the correction of all the abuses of the great privileges we might enjoy under our liberal educational appropriations.

Very little is said in regard to county superintendency. We have no doubt but good would result from such an office, but are not certain whether it would meet with the approbation of the people, as the creating of another official would add to the expenses of the county. True, the expense would be small, yet noticed by many.

Our schoolhouses are generally warm, well seated and lighted. They are situated in regard to these important considerations, namely, center of the district, and most accessible point. Your observation assisted by imagination can easily depict some of these locations, viz.: at cross-roads; on hill-sides, close below the road; on marshy ground; in deep hollows surrounded by dismal forests; and on hill-tops unprotected from storm or sun by a single shade-tree. Many have no play-ground except the public highway, dry or muddy, unless the pupils appropriate some neighboring pasture-field. Our schoolhouses are in poor taste, consequently they are not very attractive to the children. They are far from being pleasant homes as they should be. The reason for many of these defects is that our present school system makes too much everybody's business what should be one man's business, and consequently is very poorly done. It has ever been an established principle that every important *interest* common to any body of people, must be concentrated in a proper *supervision* to make it successful.

But the thing most needed for the improvement of our country schools is a good system of supervision. Nothing would more rapidly, more uniformly, elevate our schools and promote their success, than the establishment of a county superintendency. Not only would a competent superintendent, devoting his whole time to the work, be useful in seeing that the law is properly carried out in all parts of the county, but his most needed and most useful work would be to instruct, advise, encourage our inexperienced and unskillful teachers, to weed out the incompetent and worthless and secure the appointment of better men. In this respect alone, such an officer would prove a great public benefit. Practically our country schools have no supervision at all.

The necessity of a County Commissioner or Superintendent has for many years been strongly impressed on our minds; and we are still in hopes the day is not far distant when this agency, so necessary to the efficiency of our school system, may not be wanting.

COUNTY EXAMINERS, 1878

A system of county supervision should be adopted. The necessity for supervision exists wherever large numbers of persons are employed upon any work, and schools furnish no exception to the rule.

The subject of "county supervision" has been much discussed, and yet it is not well understood by many teachers and school patrons. Some of the former labor under the impression that supervision means for them loss of individuality or position, while not a few of the latter regard a system of supervision with disfavor, because they have caught the idea that it will greatly increase the burdens of taxation, and, at the same time, rob them of their just control over their schools. The more the benefits of supervision are intelligently explained to the people the less objection do they make to the proposed change. With a judiciously planned township organization, and an effective system of county supervision, there would be promise of far better work in our ungraded schools than is now secured by the most efficient management.

It is proposed by some of the educators of Ohio, as a means of giving renewed energy and impulse to the education of youth in Ohio, that we should have county supervision. Just precisely what is intended to be done is spoken of in a vague and indefinite way, but like all other measures in which it is first necessary to secure the approval of the people, the people are told in glittering terms as to what great good will at once flow from so beneficent an era. If the friends of the measure intend to invest the county superintendent with all the visitorial power now enjoyed and possessed by a superintendent of our graded schools, with the additional power of granting certificates to the teacher, we understand what is contemplated to be done, but are at a loss to know the *how*.

There is a lack of uniformity in text-books and course of study in our country schools, and a lack of co-operation among teachers, which wrong cannot be overcome by the present school system. Had we county supervision this evil might be remedied.

A county superintendent whose duty will be to conduct township and county institutes; to oversee and assist teachers in their work; to license them, and with reference to success in teaching as well as scholarship; to prescribe a course of study, and to see that it is followed, and to see, in part, to the employment and re-employment of teachers, would, we believe, remedy many of the ills under which we now labor.

Our teachers are looking with interest to the renewed agitation of the subject of county supervision. We look to county supervision for a remedy for the evils with which our present system is afflicted.

A county superintendent has some friends and some enemies. Considering what human nature is, a sovereign, one-man power over the teachers and schools

of the county might be a great wrong, and the evils we might run into might be greater than those of which we complain.

As to the question of county supervision, we desire to say that a large majority of our most prominent teachers are absolutely opposed to any such radical change.

We must say, however, that while the county superintendency question was up last winter, our best teachers were strongly in its favor; but nearly all the incompetents opposed the whole movement.

It is our opinion that an elective county superintendency ought to be authorized by our General Assembly. The elective power ought to be invested in a judicious county board of education, and thereby raise the grand measure above mere politics, wrought in the interest of spoils.

County superintendency seems now to be the object of the teachers' desire.

County supervision for common schools is not universally popular among the teachers of this county — chiefly because it is thought to be impracticable. It is admitted that, generally our graded schools are superior to our sub-district or ungraded schools. It is also admitted that it is due, in great part, to thorough and efficient supervision. But it is because it is believed to be impossible to have thorough county supervision that we are opposed to it.

Some kind of well regulated county supervision or superintendence seems to be what we need.

It is my deliberate opinion, after some years of experience and observation, that a large amount of money is expended unwisely and without profit. The great bulwark of our civil and religious liberty lies in the education of the masses of our people, and we look to our common school system more than all else to do this work; and the basis of this system is that the property of the State shall be taxed to pay for the education of her children, hence it seems to me that the State should have a more direct watch and care over these schools.

All local directors are not competent to know whether a teacher is qualified to teach or not, and our present system provides for this by the appointment of three persons by the probate judge of the county, who are styled county school examiners, and they are expected to examine applicants and pass on their qualifications to teach, and in these examinations their opportunity to know the applicant's *real ability to teach* is limited.

I am of the opinion that it would be both economical and wise to have some one appointed or elected by the people, who should have general supervision of all our school matters in each county, to whom all statistical reports should be made, and whose duty it should be to visit each school at least once a quarter, teach normal classes, conduct teachers' institutes, etc., etc.

The question of "county superintendency," in this county, would now soon be lost sight of, if local directors and patrons of the schools would visit the schools of their respective districts as often as the importance of the work demands, and under the present regulations of the board of examiners, this is the true supervision, and, indeed, all that is necessary to make our schools models of perfection.

The idea of a county superintendent is not very well received here. Township supervision, outside of the graded schools of towns, by a person elected by a township board of education, it is thought, would be a better plan.

A county superintendency, in my judgment would assist the auditor materially in sending in prompt and suggestive reports, whatever bearing it might have on the general condition of the schools.

Many of our best educators are in favor of county supervision, and never cease writing and talking to that end, yet the people seem slow to move in the matter; but some kind of supervision is most imperatively needed.

One of America's genial essayists was of the opinion that the weather is the theme upon which there is the most said and the least done. Among school folk, school reform is probably entitled to the second place. Those blank petitions, spoken of some pages back, should have returned, no longer blank, inert paper, but full of sound and sense, significant as the voice of ten thousand citizens and voters. The lawmakers are not likely to take the lead. They are, and they should be, conservative. They may be students of Bacon: "What is settled by custom, though it be not good, at least it is fit; and those things which have long gone together, are, as it were, confederate in themselves; whereas new things piece not so well."

TOWNSHIP SUPERINTENDENTS

The often mentioned law of 1838 declares that the clerk of each township shall be superintendent of common schools therein. It is his duty to take the enumeration and deposit a copy with the county auditor; these reports furnishing this officer with a basis for certain important financial transactions. The clerk's reward for this counting of the school youth is one and one-half dollars for each day, and a penalty of fifteen dollars hangs over the non-performance.

But, unlike the case of the auditor's superintendency, the clerk's functions approach the proper duties of a superintendent "in charge." He prepares a report about schools, schoolhouses, school moneys, which aids in calling forth from the auditor those despairing returns which he files with the State department of schools.

He is expected to visit each common school in his township at least once a year, examine the teacher's journal and all other matters he may deem important touching the situation, discipline, mode of teaching and the improvement thereof. The teacher must have furnished some faint semblance of evidence of competency to teach a school, and of knowledge of subjects he teaches, but not so, the man who inspects his work and reports upon it for public inspection.

Mishaps are said to be more than possible when the blind lead the blind. They are not well guarded against when the possibly blind lead the probably seeing or is there magic in the phrase, "elected and *qualified*?"

No evidence remains of marked results from this law, as it would be very natural to expect.

After one year a section was added which plainly had a personal basis somewhere in human nature and Ohio. When the trustees consider it inexpedient for the township superintendent to visit the schools, they make a record of their conclusion and excuse him and he shall be excused until requested by the trustees to visit, and the trustees may allow a compensation therefor, at their discretion, not exceeding one dollar for each district, for all visitations in any one year.

By the law of 1853 — it must not be forgotten that there were no township boards of education under the earlier laws — boards could appoint one of their own number acting manager of schools, to do all such duties as the board may prescribe in relation to the management and supervision of schools, and allow him a reasonable compensation. Here is the same fatal weakness, as "their own number" was composed of one representative from each board of local directors, and as to knowledge of the expert functions of a supervisor of schools the chosen one might possess it. Few things are impossible. But the right man must be a resident elector; must be elected a director of a sub-district and then chosen clerk; finally, his fellow clerks must make him active manager. Little of good came from the possible acting managers. The legislation was only marking time, it was not progress beyond a tacit admission that something was needed. It looked like an improvement when, ten years later, the township board could appoint "any competent person."

A few townships elected superintendents but this reform was still only marking time, the law stood a dead letter in the statute book. For this failure three reasons can be rendered. The great need of the reform was not apparent to the people and the local directors. An unwillingness and inability to pay for the service what would induce a competent man to undertake it. The inevitable lack of harmony of action while the teachers of the township were responsible to one authority, their superintendent to another.

But there was a brighter day a-dawning; with marvelous deliberation, it is true. The grounds for this confidence in the future,—and anything like full day is still future,—may be seen in the chapter on A Township District.

CHAPTER XIII

LOCAL OR SECTIONAL ASSOCIATIONS

LOCAL OR SECTIONAL ASSOCIATIONS

THE State Association being under way, and as a result in a great measure of influences flowing out from it and the county institutes manned and piloted by it, other assemblies of teachers began to organize. The fine fever proved contagious beyond the dream of those in whom it had had its beginning. To gain spiritual power from the magnetism of numbers two counties would join names with a hyphen and under that sign they would conquer; or three would do this, with a possible use of an additional hyphen. After while, more classic grown, or less, these would answer to the appellation "Bi-County," "Tri-County,"—thus far. This two-fold, or three-fold assembly has continued to the present. Sometimes the work is identical with that of the statutory institute. Much more commonly its duration is but a day or two, and the program, of platform lectures "all compact."

While this process of addition was going on, so was its counterpart. The State was being divided into very irregular and indefinite and mutually encroaching fractions, Central, Northeastern, Northwestern, Southeastern, Southwestern, Eastern, Scioto Valley, North Central.

In each of these sections there was an organization of teachers, not to take the place of the State Association, but to be an ally thereof. Names are said to be things, and the attempt to find a satisfactory name for this class of meetings and organizations has been a baffled search. "Sectional" has unpleasant associations clinging to it. That which we call a rose, by any other name would not smell so sweet. "Local" is used in the periodicals, but surely it is a word of too small content, "cribbed and confined," fitly to designate areas of so vast extent, and organizations of so "large discourse." These all deserve much more than an idle search for a name. The material in reach from which to get their story, with some is abundant; with others, scanty or lacking.

But while there have been Associations many there have been Round Tables more. The latter do not always strictly follow the mode suggested by their name, for the lecture habit is hard to keep under control even for a two-day period, but their plan is this: A number of topics are chosen, usually by the members at large; these subjects or questions are printed and distributed, and thus time is given for examination and thought, and at the meetings these topics are called up at the pleasure of the members, and in no regular order. Whatever is the matter most in the mind of the school public at the time, is pretty sure to have the lion's share of attention given it. These are organizations of great worth though it is necessary that this true remark be "praise in departing."

In the preparation of this chapter aid was rendered in the "Northeastern" by Superintendent Sarver of Canton; in the "Northwestern" by Superintendent Zeller of Findlay; in the "Eastern" by Dr. John McBurney of Cambridge.

THE NORTHEASTERN OHIO TEACHERS' ASSOCIATION

The Northeastern Ohio Teachers' Association was organized November 13, 1869, in Cleveland. Among the organizers were Thomas W. Harvey of Painesville, Samuel Findley of Akron, H. B. Furness of Warren, A. J. Rickoff of Cleveland, G. N. Carruthers of Elyria, and R. W. Stevenson of Norwalk. Thomas W. Harvey, the first President of the Association, in his inaugural address touched upon points of vital importance then and now, such as the improvement of the rural schools, the course of study arranged with reference to proper classification in town and city schools, the value of practical and disciplinary studies, methods of instruction, and moral training. The other speakers at the first regular meeting held in Cleveland, December 11, 1869, were Samuel Findley and W. D. Henkle, who discussed respectively the model teacher, and the condition of the public schools of Ohio. With such men in the leadership of the Association, its work for the betterment of education in this section of the state was most auspiciously begun.

The Constitution adopted at the first meeting states the objects of the organization to be the professional improvement of the members, the advancement of the schools, and the dissemination of correct educational ideas. Teachers and friends of education were eligible to membership on the payment of the annual membership fee. The first provision of the By-Laws called for meetings of the Association the second Saturday of February, April, June, October, and December. The earnest, zealous spirit of the charter members of the North Eastern Ohio Teachers' Association is clearly revealed in the inception of the organization.

The Constitution and By-Laws have been modified to some extent at different times, but the aims of the founders have not been forgotten. Now the Association holds three meetings each year, one in Cleveland and the others in cities within its territory including a dozen counties in the northeastern part of the state. This section of Ohio, known as the Western Reserve, is unsurpassed in the intelligence and morality of the people, else it could not have produced so many educational and political thinkers exerting a powerful influence in national affairs.

The Association has fostered the interests of education in many ways. It has helped to create public sentiment in favor of the best schools taught by the best teachers according to the best methods. This sentiment has made the people strong in moral support and generous in local appropriations for the public schools. There is no murmuring against high rates of taxation for the schools, since education is regarded as the wisest investment of public funds. The Association has helped to maintain a high standard by which the efficiency of the teacher and of the school is judged. It has encouraged the teachers to be students of the many problems of the school-room and of the science of education, thereby producing a pedagogical consciousness and a professional spirit. At different times Committees have been appointed to consider important questions as to the course of study, and their reports are contributions to education worthy of serious attention. The Association has helped to form the educational

opinion of school patrons causing them to look with favor upon progressive methods.

The Northeastern Ohio Teachers' Association has held one hundred and thirty-nine meetings in the thirty-six years of its history. At these meetings nearly all prominent educators of the state and many educators of other states have spoken. Among the men at different times connected with the organization may be mentioned B. A. Hinsdale, L. W. Day, J. J. Burns, E. A. Jones, E. F. Moulton, H. M. Parker, F. Truedley, R. McMillan, Henry James, Andrew Draper, L. H. Jones, N. H. Chaney, H. C. Muckley, C. E. Carey, J. M. Frederick, H. H. Cully, and many others who have achieved success in educational work.

The records of the activity of the Association have been carefully preserved. They show that there has been ever the desire for better conditions, ever the effort for better results, ever the movement toward the attainment of true ideals

Probably the most dramatic debate upon any public school question that was ever listened to in Ohio was upon the stage of the Northeastern. Dr. B. A. Hinsdale, of Hiram College, read a paper upon *Our Common School Education* which stirred the public school men far below their usual depth. It was published by the association in a "neat covered pamphlet of over thirty pages." At the session of 1877, held in Cleveland in February, the discussion of this paper which was to have been was not, but a motion instructed the executive committee to appoint some one to prepare a paper, on the Hinsdale pamphlet.

It is a sign of the high tide of interest then flowing in regard to what this organization had to say upon the subject, that nearly all the prominent public school men of the northeast were there; also the president of Western Reserve College, Dr. Cutler, and State Commissioner Smart with two of his predecessors in office. The brief report of the meeting suggests rather a waiting than a doing. The real question did not come to the controversial surface unless it were when, at the close, Dr. Cutler was invited to make some remarks.

The speaker contrasted the state of things in the Western Reserve with those of the former days when, within his knowledge, there were near two-score academies. He believed the rural schools were not so good as they had been, all the good teachers having been taken from the country to the graded schools in the towns; and he suggested, as a partial remedy, a return to the academies. That notwithstanding the excellent public schools of New England, the well-equipped academies there exerted a powerful influence. Here was matter, not for contradiction, but, the main point being admitted — and the school men had been admitting it loudly — for continued calm inquiry about the remedy. The remarks were made and received in the kindest spirit.

The next word, audible at this distance, comes from the editor of the *Educational Monthly* in May. Dr. Findley refers to the paper of Dr. Hinsdale, read in December, and adds — April 14, — Mr. A. J. Rickoff was to read a paper in reply; that he, the editor, was not able to be present and does not know what was done but presents "a few thoughts bearing upon this interest-

ing question." This question may be popularly stated, whether the former days were better?

Dr. Hinsdale had set out with the assertion that "the common school is a modern thought," and then showed how widely this thought had spread and how firmly it had fixed itself; that "our common schools constitute a highly complex and differentiated, a vast and powerful system, with which we feel great complacency." Against the statistical basis of this satisfaction, embalmed in reports and aired from the lecture platform, the writer of the paper arrayed a set of counter statistics, and quoted a Harvard professor, and a West Point professor, as saying that the schools of former generations did much more for their pupils than is done for their pupils by the schools of this. These critics draw their conclusions from a comparison of the qualifications which modern applicants, and those of the former day, bear with them to the college door.

Dr. Findley points out a fallacy in the reasoning, he refrains from quoting the Scripture of a still older time upon this trait in human nature, but poetically wrote: "There is apt to be a halo around the years gone by." Even Homer mourned the degeneracy of his time, and Professor Church's earlier students were giants.

Mr. Rickoff's paper, which the editor did not hear, was read at the April meeting. "The discussion of the two papers was postponed till June," but the June program, full with three such subjects as the Course of Study; Methods of Instruction and Individuality in Teaching, by Alexander Forbes; and L. R. Klemm's paper on the Study of the German Language; Its Benefits to English-speaking Children, gives no place to Our Common School Education.

There was some discussion, however, for the writer remembers a stroke of Dr. Hinsdale's humorous logic. In following up the claim that close gradation does really no harm to the bright boy, who must "slow up"; that good, rather, comes from the union with slower travelers, he illustrated. The owner of Rarus was harnessing that famous racer with a plodding cart-horse for an exhibition of speed, and Rarus remonstrated. His owner soothed his equine indignation with the reflection: "True, my noble steed, you will not come under the wire so soon as you would were you alone but you will go over the ground more and better."

During this feast of reason and flow of diverse opinion and experience, part was taken in educational papers, and wherever people concerned in schools, their aims and methods, came together. An admirable statement of his side of the question was made, December, 1877, by Mr. Rickoff, before the Cleveland High School Alumni Association.

Before the Ohio State Teachers' Association, 1879, Hon. W. D. Henkle read a paper, which was discussed by Hon. T. W. Harvey, entitled "Lessons to be Learned from the Hinsdale-Rickoff Discussion."

In 1881, February 11 and 12, there was a meeting of the association and the reporter wrote "the inaugural address of President B. A. Hinsdale was upon Character Building, which he treated in his usual masterly way."

In 1882, Mr. Hinsdale was superintendent of the Cleveland schools and Mr. Rickoff was superintendent of schools in Yonkers, New York.

THE CENTRAL OHIO TEACHERS' ASSOCIATION

At a meeting of the Clarke County Teachers' Association, held at Springfield, January 7, 1870, but in whose brain the thought had quickened it is not recorded, steps were taken for the bringing into being of an association embracing the central part of the state, with Columbus for the usual gathering place. It was not much sooner said than done, and a committee, with T. C. Mendenhall, then a Columbus teacher, as chairman, reported a plan, and nominated the necessary officers. Columbus was fixed upon as the place for the first meeting, Saturday, the second day of April, following.

The exercises at this first meeting were said to have been interesting and valuable. The inaugural of C. S. Smart, of Circleville, was discussed by Hon. W. D. Henkle, Commissioner of Schools, Mr. Joseph Sullivant, and others. In a discussion of the Bible question, which at that time was a somewhat critical question, no speaker favored the exclusion of the Scriptures from their place in the opening of school. In the afternoon, Incentives to Study, Methods of Teaching Penmanship, and Primary Instruction, were treated in papers read by H. M. Parker, of Mansfield, J. F. Reinmund, of Springfield, and Mrs. Cuscaden, superintendent of the Marion schools. There were persons from nine counties in attendance.

June 4, of the same year, was fixed upon as the time for a third meeting; a poor time, one would think, near the usual closing of schools, and the event confirmed it. "Not exceeding a half dozen from other cities and towns" and "but few of the Columbus teachers." The outlook was not bright, but the reporter prophesied worse than he knew: "The Association covers too much territory to be a success."

Skipping a year we look again and find a meeting at Delaware, "the largest yet held"; and at Worthington, January, 1892, several educational problems discussed, among them the township system, unanimously preferred to the sub-district system. An institute for teachers of graded schools was favorably talked of, and the executive committee was directed to make the needed arrangements.

There was a meeting in April; and in November, at Lancaster, there were over one hundred teachers present, and Supt. G. W. Welch of Lancaster, "read a somewhat radical paper on geography; and though E. H. Cook of the Columbus high school made an earnest address on the necessity of unity of effort among teachers, the remainder of the session was devoted to the question which Hamlet subjectively considered. The conclusion was similar, the C. O. T. A. resolved "to be." A president was elected, and a resolution adopted to hold two-day meetings thereafter.

In 1873 there were two successful sessions, at both of which, in the absence of the president, Commissioner T. W. Harvey was called to the chair. He spoke upon A Uniform Course of Study for Graded Schools, and on the Educational Prospects of Ohio. There were papers by Messrs. John Ogden, John Hancock, William Watkins, Alston Ellis, and George S. Ormsby, by Mrs. Ogden and Miss Beistle, and by Dr. Edward S. Orton, president of the Ohio Agricul-

tural and Mechanical College. It would seem that the vote "to be" was not ill-taken.

The only meeting noted herein for 1874 was attested by the reporter "the most interesting and enthusiastic meeting ever held by the Association." This is a safer expression of eulogy than the well-worn county institute form on account of the omission of "largest." Enthusiasm can not be measured arithmetically. However, there were valuable papers, a pantomime exhibition at the Deaf and Dumb Institution, and an "elegant banquet prepared by the teachers of Columbus."

The Central Ohio Teachers' Association continued to be, and to be prosperous. After a lapse of eighteen years the reporter finds it holding "one of the most successful meetings ever held." One of the elements of success was furnished the executive committee by the teachers of the capital city — one hundred dollars.

Over a decade ago, in 1894, this Association held a session of two days in Dayton. In his inaugural, Superintendent J. A. Shawan of Columbus, discoursed upon the kindergarten, the manual training school, free text-books, and the enforcement of the law for compulsory school attendance. "The mission of the kindergarten being to deal with the spiritual, to teach the child to do for others with love for a motive; in it the first lessons of the brotherhood of humanity are taught. Since the conditions of our country demand that all shall look upon labor as a noble thing, the manual training school is to inculcate this lesson as well as to give vigor to the body and skill to the hand. If education is to be free, public school authorities should provide free materials for work in the public schools. The issuing of text-books to the children of indigent parents works injury in two ways. Many honest people whose children have an honorable pride, are compelled to class themselves where they do not belong, or to give to the purchase of books money that should go for food and clothes. On the other hand, there are those who take advantage of the situation and put in a spurious plea of poverty, thereby losing their self-respect, a quality essential in the make-up of good citizens, and, in so far, yielding to the temptation to become willing paupers. Let us have a free education. The compulsory law should be wisely enforced. A boy should not be sent to the Reform School merely for truancy. We should hesitate to place upon any boy what may be regarded as a stigma later in life."

Miss Anna L. J. Arnold, a Dayton principal, read well an excellent paper on Libraries and How to Use Them. Dr. T. C. Mendenhall delivered an evening lecture upon a theme of much interest to the American people, The Bering Sea Controversy.

Superintendent L. H. Jones, of Cleveland, read a paper, the closing afternoon, entitled "The Touch of the Artist in Teaching." The teacher must know nature, must know literature, must know and love the child, and from this knowledge must put him in touch with the world all about him, and with the soul that has lived for centuries in art, in music, in books. The paper exemplified the writer's theme.

THE NORTHWESTERN OHIO TEACHERS' ASSOCIATION

In 1858, in the period of peace and good will, December 24th and 25th, the fourth annual meeting of the Educational Association of N. W. Ohio was held at Perrysburg. According to one's theory of chronology the year of its organization may be determined. A resolution of regret over the departure from the State of J. R. Kinney refers to him as one of the founders of the Association.

After an appropriate prayer John Eaton, Jr., the president, announced the order of exercises.

The reports of committees disclose few names familiar to the present generation of school folk: Converse, Bradley, Pease, J. W. Ross, Durgan, Jackson, Brown, Shannon, Smith, West, Buell, Dowling, Hardy, Strong, Wentworth, W. H. Ogden.

An address of welcome greeted the teachers, and expressed gratification over the opportunity afforded the citizens to entertain so large a number.

Mr. Eaton, not yet "General" or "National Commissioner of Education," thanked the speaker, and referred to Perrysburg as the place whence sprung the admirable system of primary instruction, then so successfully in practice in that part of the State. A class of pupils from the Toledo schools sang a beautiful echo song; one in reading illustrated their teacher's method of teaching that branch; a class of young misses from Toledo gave a very beautiful and appropriate calisthenic exercise, accompanied with suitable music; Mr. West gave an illustration of the manner in which physical instruction was given in the school under his charge, and the way being so beautifully prepared and illustrated, "John Ogden, Esq.," spoke briefly upon the importance of physical education. This was followed by an illustration of methods of teaching practical arithmetic given by a class under direction of Miss Fairbanks, of the Maumee Grammar School.

The evening session was opened with an address by Mr. Ogden upon a topic with a name since grown familiar in alliance with his: The Theory and Practice of Teaching, and this lecture was followed by a discourse upon Milton, the great Puritan and epic poet, who, "without having tasted death, walked immortal in his singing robes." The speaker was the Rev. I. P. Cannon, and the minutes are in evidence that for an hour and a quarter he swayed a large audience at his will.

Mr. Crane, at the Saturday session, read an essay upon the Motives of the Teacher. This was discussed by Messrs. Lenderson, the Secretary, and Ogden and Adams; and the opinion of the essayist, that there is too great a tendency to simplify text-books, was confirmed.

There was a lesson upon methods of solving problems in proportion, another lecture by Professor Ogden, a report that the next meeting would be held in June, 1859, at Maumee City, the passage of some resolutions, which, unluckily, except the one alluded to, are not given, and an end.

The writer has given so much space to this organization because it illustrates more fully than usual a certain phase of association work, and because

he has not access to any history of the succeeding meetings. It would seem a reasonable opinion that it ceased to be before the middle of the new decade, as, in the *Educational Monthly* for 1870, there is mention of the organization of the Northwestern Ohio Teachers' Association at Clyde, October 15th of that year; and, in assuring the school public that no harm is to come to the State Association from the growing group of local associations, the editor incidentally writes: "A Northwestern Ohio Teachers' Association was organized in 1864, we believe, and several large and successful meetings were held. For some reason it was given up." This may be the society which has had our attention, the editor being out of the reckoning ten years, or it may be another one.

However the fact may be as to its predecessor, this of 1870 was reported to have had fifty teachers at its launching.

Mr. Cowdery, of Sandusky, opened a discussion on map-drawing, a subject that for a time in Ohio occupied a front seat. School Government, Moral Instruction, and Essay Writing, then an adjournment to Sandusky in December. This association was to meet once in two months. No trace of it appears in the records of 1872, but in December, 1871, there was "a union institute," attended by ninety-five teachers of Allen, Hardin and Hancock counties, at Ada. The exercises were said to have given much satisfaction, and the adjoining counties were invited to unite with those already in the league.

The foregoing affords a look, as through a glass darkly, at an example of the germination of the large educational societies that have their being in Ohio. One will spring up, and after while its decay makes more fertile the soil for its successor.

It will be a tolerably fair piece of joining to introduce here a bit of history by one of the actors.

This association, like all great organizations, had its origin in a small beginning and was born in an obscure corner of its territory. In 1869 Joseph N. Baker, then a leading teacher in the Findlay public schools, now living at Bowling Green and still active and aggressive in school work, invited the teachers of Hancock, Wyandot, Hardin and Seneca counties to meet at Carey to hold a teachers' meeting. There were present at that meeting Dr. H. S. Lehr of Ada and his assistants, Superintendents Ephraim Miller and T. H. Tufts of Findlay and their teachers, Supt. W. T. Fry of Upper Sandusky and his teachers, the superintendent of Kenton and his teachers, and Prof J. Fraize Richards. This first was a very interesting and enthusiastic meeting, and resulted in the organization of a permanent association to be known as the "Four-County Institute." The suggestion of a permanent organization was made by Dr. Lehr, who was for many years one of its most active and useful members. Dr. Lehr and Mr. J. N. Baker, with others, were selected as a committee on program and place of meeting, and to the wisdom and genius of these two men more than to any others is due the enthusiasm, the educational spirit and aggressiveness that have ever characterized this now large and influential association. The first and second meetings were held in 1870-1871 in Carey. The third meeting was held at Ada. These meetings were replete with interest and profit to the teachers.

Excellent papers were read on live educational topics, and lively discussions followed by the leading members.

The fame of this "Four-County Institute" extended rapidly to other counties; county after county knocked for admission; the name was changed; the invitation to join in the good work was extended to all Northwestern Ohio, and it was accepted, until now N. W. O. E. A. embraces twenty-two counties.

Tinged deeply with a missionary spirit, the Association has held sessions in every county seat in its territory. Toledo, Lima and Findlay have had sessions with 900 and 1,000 teachers in attendance.

The time for the meetings of the association at first was in the holidays. About fifteen years ago the time was changed to the Thanksgiving season, and at our last session the last week in October was fixed upon.

The programs of the different meetings have consisted in the main of formal papers carefully prepared, and usually on professional subjects.

The Association became so popular that about the year 1890 a sentiment was present that two sessions should be held each year. Under the leadership of Supt. J. W. Zeller, of Findlay, a round table department was organized the following year. Its sessions are interpolated between those of the Association and are without programs and papers. Discussion is the keynote, not active pouring and passive absorbing; and many regard that even with the mental unrest that often attends the listening to formal lectures, not this, but that, the better way, though both are good.

While the subject of school legislation has not received a prominent place on its programs, there is a strong sentiment in the Association in favor of mandatory county supervision of a high grade for the rural schools, and of state normal schools for the professional training of teachers, so located as to give an opportunity for such training to all classes of teachers.

The objects of the Association have been to stimulate and inspire the teachers to better things, to inculcate a professional spirit, and to awaken a stronger educational sentiment. In a large measure its objects have been realized and great good accomplished in the advancement of the cause of popular education.

The reader may be aided in forming a judgment upon the foregoing by a glance at the latest meeting of this body. The old familiar faces of three decades ago are represented.

It is claimed that five hundred teachers were in attendance upon this meeting at Tiffin. Superintendent C. L. Van Cleve gave a lecture upon the Growing Boy, dealing mainly with adolescence, a refined, intelligent address, and most practical. Superintendent C. C. Miller delivered an eloquent discourse upon English Literature. The evening lecture was by Dr. E. E. Sparks upon Horace Greely and American Reform Movements.

On Saturday morning the association divided into two sections, a primary and a high school section; in the former Reading and Primary Methods were the subjects considered; in the latter, Specialization in the High School, and First Year Latin.

When the sections again came together they heard Dr. Duvall, of the O. W. U., upon the Intellectual Life, Professor Scott, of the University of Mich-

igan, upon How to Use Practical Art in Teaching of English Composition, and Commissioner Edmund A. Jones in an inspiring address upon Patriotism.

THE EASTERN OHIO TEACHERS' ASSOCIATION

At a meeting of the State Teachers' Association in 1871 three teachers resident in the eastern part of the State, M. R. Andrews and D. W. Matlack, of Steubenville, and John McBurney, of Cambridge, reached the conclusion that the time had arrived for another local association to be founded. Its first meeting was held in Cambridge, and Mr. McBurney, twenty-five years later, tells its story. This Quarter Centennial was held in Cambridge also.

"Two days before the time fixed for our first meeting, September 30, 1871, the schoolhouse on the hill at the east end of Cambridge was burned, and with getting rooms ready for the eight schools thrown out by the fire we were not in good shape for the meeting. We were not, however, troubled about programs, hotel accommodations or railroad rates. We were not looking for a crowd and were not disappointed. We were not sure who would come or when they would arrive, and on the evening of September 29 went to a prayer meeting held in the lecture room of the United Presbyterian Church, the room to which you are invited to repair at the close of the exercise here this evening. Just as the exercises of the meeting were closing a handful of wise men from the East made their appearance, and the whole audience remained while Professor Edwin Regal, of the McNeely Normal School of Hopedale, Ohio, delivered what may properly enough be considered our first annual address.

"The next morning, September 30, we assembled in the old town hall, which now exists only as a memory. I can still see it as it appeared that day, with its hard, straight-backed benches, and the little crowd of twenty or thirty gathered along the north side near the big Burnside stove, for, though so early in the fall, it was a raw, cold day. There were present Andrews, Rowe and Matlack of Steubenville, Myers and Robb of Cadiz, Regal of Hopedale, McEwen of Barnesville, Gooderl and Frame of Washington, McKittrick of Cumberland, Keil of Point Pleasant, Reuben McMillen of Youngstown and H. J. Gourly of Pittsburg. These last two were of that much abused but useful class of our fellow citizens known as book agents, without some of whom no teachers' meeting would be complete. In addition to these from a distance there were present School Examiner C. B. Hutchinson, Miss Anderson, Miss Beatty, Miss Turner, teachers in the Cambridge schools, and perhaps a dozen others, certainly not more.

"W. J. Myers, of Cadiz, was made chairman and John McBurney Secretary; Andrews, Regal and Miss D. V. Anderson were appointed a committee on constitution. Mr. Andrews explained the objects of the meeting, and the chairman read a paper prepared by Superintendent McLaughlin, of McConnellsville, who could not be present on account of poor traveling facilities. Railroads were not so numerous in this section of Ohio in 1871 as they are now. Reuben McMillen discussed the subject, 'Inherited and Acquired Habits.' This gave the Association a sort of psychological turn at its beginning.

"The officers elected were: President, W. J. Myers; Vice-Presidents, John McBurney and A. M. Rowe; Secretary, J. L. Robb; and there must have been some funds to look after, for J. A. McEwen was made Treasurer. Edwin Regal, D. W. Matlack and R. S. Frame were the executive committee. The Association then adjourned to meet in Steubenville January 12 and 13, 1872. It was understood that there should be three meetings in the year."

Of the second meeting there is no such graphic description; only the cold item sent to the Educational Monthly, from which it appears that there was no meeting in January and the Steubenville meeting was the second. It was held May 4. Professor Edwin Regal presided. Commissioner Harvey gave an excellent address upon Emotional Culture; Rev. J. A. Worden of Steubenville spoke on Professional Training; J. J. Burns, of St. Clairsville, gave a lecture on Reading and, in the discussion following, besides those already named, Messrs. Forbes, of Cleveland; McMahon, of Wheeling; and Andrews, of Steubenville, engaged. Mrs. Devoir, of the Steubenville schools, conducted a very creditable class exercise. An excellent dinner was served by the teachers of the city. J. J. Burns was elected president for the next year. The time for the next meeting was September; place, Bellaire.

The record of the Bellaire meeting shows that one hundred and twenty teachers were present; that the inaugural address concerned Human Nature, or the Boy. President Hays, of Washington and Jefferson College, gave a fine lecture on Educated Failures, and valuable papers were read by Mr. McBurney, Mr. Andrews, and Miss Sutherland. Miss Greenwood, of the Bellaire schools conducted a class exercise in calisthenics. No notice of the next meeting was given and all traces vanished from the current history of the Association till 1876, when a session at Cambridge is scantily reported. J. M. Yarnell, of Barnesville was president. In 1877, December 1 and 2, there was a session at Steubenville of the S. E. O. T. A. "hereafter," the report says, "to be known as the Eastern Ohio Teachers' Association," though the third meeting at Bellaire was announced under that name.

Miss Delia A. Lathrop, of Cincinnati, read a paper on The Lady Teacher. Dr. Samuel Findley, of Akron, and D. P. Pratt of Bridgeport presented the Sources of the Teacher's Power. M. R. Andrews spoke upon Moral Culture, and J. T. Duff of Bellaire, upon Methods of Conducting Examinations. Miss Sutherland, of Steubenville, gave a lesson in English literature.

In 1878, "the eighth annual meeting — E. O. T. A. — met in Cambridge. Commissioner Burns delivered an inaugural." The report indicates a large and successful meeting. At the evening session Ungraded Schools was the topic, and there was a unanimous vote in favor of county supervision.

The quarter-centennial celebration was held in Cambridge, 1895, the place of the first meeting, its welcoming being the reminiscence with which this sketch began; and, in 1904, the association returned for the fourth or fifth time to its birthplace. The proceedings are not at hand except another welcome from the same speaker, an extract from which will serve for a word at parting: "Our auditor and probate judge are both ex-teachers and ex-county examiners. Our treasurer is an ex-teacher, and the judge of our courts is an ex-teacher and a

former principal of our high school. Ex-teachers constitute a large, influential and useful class of our fellow citizens; still, I wish there were not so many of them. Their number indicates that much of our educational work has been done by tyros; that there has been much experimenting and necessarily much good material spoiled or injured.

If I could have my way there would not be so many ex-teachers. I would have every one, before entering upon the work, take a complete course in pedagogics. Then, after trial, if a teacher were successful, I would make the salary large enough, so that he would not need to seek other employment in order to gain a livelihood."

This selection contains sound pedagogy, and a condensed chapter of educational history, subject,—one great obstacle in the way of the success of our public school system. It also points out where to plant young Ambition's ladder to climb to preferment.

THE SOUTHEASTERN OHIO TEACHERS' ASSOCIATION

There were two associations organized and given this fourteen syllabled name. The first in 1871, some snatches of whose history have just been given, and which soon somewhat shortened the heading; the second in Marietta, 1878. The mention in the Educational Monthly calls it "the first annual meeting." It was to embrace Wood County, W. Va., and Washington, Meigs, Athens, Monroe, Morgan, Noble, in Ohio, with such other counties as might come into the union. The topics presented were the School, the Soul of the Higher Life of the State, Ohio School Law, Human Nature, the High School Question, the Study of English, What is Success? A constitution was adopted and officers were elected. Dr. I. W. Andrews, Prof. O. M. Mitchell, and others of the college faculty were present and joined in the discussions.

The second meeting was held at Athens in 1879. Meetings followed at Parkersburg, Logan, Gallipolis, and other places to the present date.

THE SCIOTO VALLEY TEACHERS' ASSOCIATION

The date and data of the first meeting are not disclosed in the sources at hand but it is recorded that the third meeting was held in Chillicothe, 1880, April 16 and 17, "with a good attendance," and further, which is full of suggestions, "every appointee was faithfully and punctually present, and the program was executed throughout as follows: Inaugural Address, American Literature, J. W. Longbon; Pedagogical Parade, Samuel J. Major; Brains, Professor Tuttle; Practical Education, M. C. Campbell; Rhetorical Work, Principal Long; School Legislation, the Commissioner of Common Schools. The next meeting was to be held in Jackson at the call of the executive committee.

As the meeting, 1879, May 9 and 10, with the same president as above, also adjourned to meet in Jackson, December 26, some historic doubt hovers, but there was a session in Ironton, 1882, May 5 and 6, with an excellent "pro-

gramme": Lessons from Experience, J. A. Lowes, discussion by Commissioner DeWolf; Compulsory Attention, W. B. Wylie; Integrity as an Element in Education, T. C. Flanegin; Pedagogical Impediments, A. J. Hawk; Indirect Influence of Teachers and Teaching upon the Formation of Character, Miss H. U. Maxon. In the evening T. C. Mendenhall spoke on Education in Japan. "The attendance was large and every exercise interesting and profitable"; a combination and a form indeed that will always give assurance of success.

THE SOUTHWESTERN OHIO TEACHERS' ASSOCIATION

No one would fear that the part of the State that first nourished a system of free schools and which an educational organization first honored, would, in the later time, be barren soil for the growth of a teachers' association, nor has it been.

In 1882, according to a statement in the Ohio Educational Monthly, page 487, the ninth meeting of the "Southwestern" "was held at Cincinnati, October 28." The program follows. In the December number there is a brief history of the meeting. Substitutes were furnished for the president of the board of education, who was to have welcomed the association and for the gentleman who was to have replied.

There was an overture by the Cincinnati music teachers, President Mickleborough's inaugural address upon the great Educational Problems of the Hour, a paper by J. C. Macpherson, superintendent of the schools of Wayne county, Indiana, upon Grading in District Schools which was discussed at length by Commissioner De Wolf. The large hall of Hughes High School was crowded.

Going toward the origin of the association, though without finding it, one may look upon announcements of meetings in pairs in '81 and '80, sometimes, as in October, '80, a stark outline of the proceedings.

Coming forward by flights a decade in span one finds the S. W. O. T. A. flourishing in 1892 and in 1902.

There was an organization which continued several years. '79, '80, '81, '82, at least, called the Tri-State, which, being interpreted, signified Michigan, Indiana, and Ohio. The sessions were well attended.

For many years the Round-Table has been multiplying upon the fair face of the State and lapping over in courteous communion with other States. In these, all sorts and conditions of school questions are taken from their places of concealment, or they come warm from some school man's personal experience, and treated in the frank informal way which is possible when a speaker is not in the critical act of making a speech. The name suggests the mode.

But the round-tables are so numerous, likewise the other educational groupings not yet mentioned that their census would rival Banquo's issue. Their cause, it is just. May they live long and prosper!

Something too much of this perhaps, but the writer's only aim here as elsewhere is to afford the reader a fair idea of the many educational agencies, those of which the law knows nothing as well as those that are at least under

the edge of her protecting wing, believing they are all included in educational history.

Whatever Ohio is or may become in those things which constitute a State, these societies, organized and maintained by the zeal and the voluntary contributions of the teachers, have aided, and will continue to aid, in bringing about.

CHAPTER XIV

**STATE SUPERVISION:
THE SUPERINTENDENTS
THE COMMISSIONERS**

STATE SUPERVISION

THE SUPERINTENDENTS

SAMUEL LEWIS:

Elected by the Legislature for one year, March 30, 1837; re-elected for a term of five years; resigned December, 1839. Office abolished March 23, 1840.

WILLIAM TREVITT, <i>Ex officio</i>	1840
JOHN SLOANE, “	1840-1843
SAMUEL GALLOWAY, “	1843-1849
HENRY W. KING, “	1849-1851
WILLIAM TREVITT, “	1851-1854

OHIO has written for herself two Constitutions, in neither of which is found a constitutional basis for the office of State Superintendent of Schools, nor a clear utterance for free schools.

The standing committee upon education in the Constitutional Convention of 1851 made a majority and a minority report, each of which contained the provision: “The General Assembly shall provide for the election, by the people, of a Superintendent of Common Schools,” but it did not obtain ratification by the Convention. It simply made it the duty of the General Assembly to make such provision as “will secure a thorough and efficient system of common schools throughout the State,” while the Constitution of 1802 had declared that “schools and the means of education shall forever be encouraged by legislative provision.”

These constitutional enactments left the matter of State Supervision of Schools to the varying judgment or prejudice of the legislature, and it has traveled a “rough, uneven way.”

This example was not followed by Michigan, which came into the Union in 1836 under a Constitution which declared that the governor shall nominate, and by and with the advice and consent of the legislature, in joint vote, shall appoint a superintendent of public instruction, who shall hold his office for two years, and whose duties shall be prescribed by law.

In the first Constitution of Wisconsin, 1848, the Article, *Education*, provides that the supervision of public instruction shall be vested in a State Superintendent and such other officers as the legislature shall direct. The State Superintendent shall be chosen by the qualified electors of the State. The first superintendent was chosen in 1850.

Indiana has a constitutional provision, 1851, for the election by the voters of the State of a State superintendent of public instruction; also “for a general system of education, ascending in a regular gradation from township schools to a State University, wherein tuition shall be gratis and equally open to all.”

Waves of emotional excitement can not usually be traced to their complex causation, as the tidal waves when the sea bares her bosom to the moon. Their times and seasons are not known to any almanac, but they come and they go.

It was during the flow of one of these that Michigan began the work just noted; that, in Cincinnati, was brought into being an educational society, great in the zeal, eloquence and ability of its members and honored in the good that lives after it; that the legislature of Ohio commissioned a distinguished scholar, who, on another errand of enlightenment was going abroad, to look closely into and report upon the condition of common schools in Europe; that the legislature of Ohio passed an act establishing an institution for the education of the blind; that the first Ohio State Convention of teachers was held; that a resolution was offered, 1837, in this same body by Alfred Kelly, a wise and eminent statesman of Franklin county, instructing the committee on common schools to inquire into the expediency of creating the office of Superintendent of Common Schools.

The committee reported favorably, their report was embodied in a bill and the bill became a law: to create the office of Superintendent of Common Schools for the State, to be elected by the legislature for the term of one year at a salary of \$500.

The "tide" was not sweeping with the force of a young deluge, for the bill passed the house of representatives by a vote of thirty-five to thirty-four. It may be not far from the subject to note the ratio between the legislative idea of the material wealth of the State and the spiritual. The salary of chief geologist was made \$2,000, with \$400 additional for contingent expenses.

Senator Price, of Hamilton county, named by resolution Samuel Lewis as the incumbent of the newly created office, and in March, 1837, this resolution was adopted by both houses.

Mr. Lewis looked over the field as presented in the meager and unreliable reports of county auditors, thirty-three of these officers having complied with the demand of the legislature to report concerning schools, school children and such other information as might be useful, and only upon the urgency of his personal friends accepted the office. Having accepted, all hesitation was behind him.

The story of his immediate labors has been told often, as if to stimulate others who have a similar task, but, perchance, not a like overpowering zeal. Almost all his journeying was done on horseback, most of it over bad roads and through a sparsely settled country. After averaging twenty-six miles a day, he spent, as he wrote in one of his letters, three or four hours in conversation on school matters, and frequently, in addition to all this, spoke to the public at night. There was no precedent to follow, and he had a large and uncharted territory for the exercise of his comprehensive interest and boundless energy.

Mr. Lewis's first report to the legislature was made in January, 1838. In that legislature were a number of men of fine ability, several of them distinguished for their efforts at different times in behalf of some advance in school legislation, two of them governors in the after time. The report was carefully considered and the influence of Mr. Lewis's eloquent tongue given play, and the result was the school law of 1838. The opposition was determined, proposed

ingenious but radical amendments and attempted to postpone final action, but the leaders in charge of the bill were more skillful and their following was sufficient to carry the measure through.

In this law the duties of the State Superintendent are prescribed, doubtless, to a great extent, the result of the incumbent's thought and experience: to furnish the auditor of state annually an enumeration of all white youth between four and twenty-one years of age; collect all information deemed important and report it annually to the legislature, suggesting amendments to the school-system should he deem them necessary; ascertain and report the value of all school lands and the amount of funds due each township; furnish forms for all reports to those who were to make them; have general superintendence over all property given for the purpose of common school education; cause prosecutions in the courts for all "waste committed or about to be committed, either by misuser or nonuser;" require reports of all persons having school property in charge.

It was in evidence that the Superintendent was to attend to the foregoing duties somewhat incidentally, his great work being in the field or "on the road," and to prevent any flitting hour from passing without improvement stamped upon its wings. By authority of the legislature the Superintendent was to edit, and did edit for a time, an educational journal, the Common School Director.

In his various reports and in the Director Mr. Lewis advocated free schools and a tax adequate to support them; township high schools; county supervision; the erection of good school buildings; teachers' associations; a state university; a state normal school; free school libraries; the publication by the State of a magazine devoted to the State's educational interests. Perhaps unconsciously he was scanning a century and laying out work for his successors.

At the end of Mr. Lewis's first year he had been re-elected for a term of five years, and the annual salary increased to \$1,200; all of this, as he reports, went for traveling expenses, leaving him the lofty consolation that he was serving his State without price.

By his eloquence he aroused his audiences to a high pitch of interest, which often shrunk upon his departure. As C. B. Galbreath finely says: "When he could get the eye and ear of the opposition he won gloriously." He said that everywhere men agreed with him, applauded his speeches, but did nothing. It is polite and pleasant to contradict this as a universal truth. Years afterward, in their reports, men sometimes dated some good thing to an address by Samuel Lewis. The following sentence, in a report by Robert W. Steele, of Dayton, does not stand alone: "It was one of Samuel Lewis's addresses that led to the public meeting in 1838, which resulted in the building of two schoolhouses."

While all his great work for educational progress was not wasted on the people, it did not move the average lawmaker, and the three foes, "avarice, ignorance and the small politician," he could not conquer.

The opposition to the office and its incumbent was growing, Mr. Lewis's health was sadly impaired, and on the 24th of December, 1839, he presented his third annual report and resigned. After much wrangling over the office, now emptied of its first, and, under that title, only occupant, the legislature,

March 23, 1840, passed an act whose title reads a lesson on "the uncertainty of human affairs." The act of 1838, second clause of the title: "to create permanently the office of superintendent of common schools;" the act of 1840: "to abolish the office of superintendent of common schools."

The disposal of the office, as J. W. Taylor tells the story, was not easily or gracefully done. There was a motion to reduce the salary and give the Superintendent a clerk in the auditor's office, himself a clerk. This passed the house, but was amended in the senate by making the auditor of state superintendent. Then fell a motion to abolish and vest the power of State Superintendent in the township trustees, thus providing superintendents by the thousand, and ten senators voted for it. As that was lost, a motion prevailed to allow the auditor \$400 for a clerk; likewise an amendment to insert secretary of state for auditor. The house declined to concur and committees of conference appeared, first and second. Meanwhile the senate had done its part by a large majority in the election of its clerk as State Superintendent. The house refused to act upon this, but accepted the report making the Secretary of State Superintendent, thus confirming the senate's action. The Secretary of State was made State Superintendent, which means the transfer of the clerical duties and correspondence upon points of school law, \$400 were voted to employ a clerk, and the curtain fell.

During the interval between 1840 and the act of 1853, which created the office of State Commissioner of Common Schools, the following named gentlemen were Secretaries of State and, consequently, were State Superintendents: William Trevitt, J. Sloane, Samuel Galloway, Henry W. King and William Trevitt, again.

These Secretaries, albeit some of them complained of the work, foreign to their department, thrust upon them, in some lines did excellent work in pleading for desired additions to the system. Mr. Trevitt advocated normal schools; Mr. Sloane made a stout appeal for school libraries; Mr. Galloway not only made seven reports that are regarded still as a valuable addition to educational literature, but he was continually in correspondence with school men and frequently on the platform making an educational address. For several consecutive years he was president of the Ohio State Teachers' Association. Mr. King gave a revision of the school laws in force, as Mr. Sloane had done. He did a full share in having the State School Fund increased to \$300,000 in 1849. In his report for 1851 he paints the picture of the worse half of the district schools with the skill of a professional, but avers that the other side of the picture is much brighter, "that progress, almost infinite, has been made in the cause of education in the last fifteen years." He speaks in warm praise of the Ohio State Teachers' Association, particularly of its having at its own cost employed an agent, Mr. Lorin Andrews, for the purpose of "organizing union schools, conducting institutes and enlisting the interest of the citizens in the subject of common school education." Mr. Andrews's report, as chairman of the Executive Committee of the association, is published as an appendix to that of the Secretary of State.

The first and most prominent hindrance to the success of common schools in Ohio, from the Secretary's point of view, is the complicated condition of the school law.

As the foes of the common school system were untiring in their attacks upon the statute establishing supervision while it was in force, so its friends continued the argument in its favor during the period of its absence from the law.

Mr. King gave it a final word: "Without thorough and constant supervision on the part of the State the school system can never be made harmonious in all its proportions."

Each of the Secretaries had spoken urgently upon the same public need. They recognized the value of reliable statistics, especially regarding an enterprise of supreme importance and no small outlay of that medium into which human labor and life is condensed, and they realized that a clerk's desk in a corner of an office for the transaction of other affairs was not a competent educational bureau.

The succession of intelligent governors had dwelt upon the duty of the legislature to undo what it had done and restore the office. Governor Corwin, December, 1841, may be quoted as a worthy representative of these: "All experience and observation of man's nature have shown that merely intellectual improvement is but a small advance in the accomplishment of a proper civilization. Without morals civilization only displays energy, and that the more fearful in its powers and purposes as it wants the restraining and softening influences which alone give it a direction to objects of utility or benevolence.

"The object in view when our present system of common schools was established by law was, doubtless, the same embraced by the provisions of the Constitution. As the habits and opinions of our population touching the subject were exceedingly diverse, the system worked its way to favor in the public mind under auspices by no means favorable. * * *

"The law formerly provided a Superintendent, with powers of general supervision of the schools throughout the State. This officer has been dispensed with and his duties transferred to the Secretary of State. The time of this officer, and his attention, it is obvious, will generally be mainly employed in the proper duties of Secretary of State. I submit to the legislature whether it is not proper, even in a pecuniary view, to devolve the duties of general Superintendent of Common Schools upon one whose exclusive business it shall be to discharge them."

The Ohio State Teachers' Association, at its first meeting, held in Dayton in June, 1848, unanimously resolved that to give life and efficiency to any common school system, however well digested, the creation of the office of State Superintendent of Common Schools, with a salary sufficiently liberal to command the best talent in the county, is imperiously demanded. This was followed by the presenting of large numbers of petitions to the legislature at its next session. All these emphatically announced opinions and this freely proffered advice came, in the way of anywise speedy results, to naught. In 1850 a State Board of Education was established on paper, but the legislature adjourned

without making the necessary appointments, and it was then that the State Association, inspired by the courage that springs from desperation, initiated the action of the "old man eloquent" in the American Congress, and "put the question itself." It commissioned an agent,—a humbler title, perhaps,—but for three years Mr. Lorin Andrews was State School Superintendent, in the field, with the warm approval and coöperation of Superintendent *ex officio*.

It will be recalled that the Constitutional Convention of 1850-1851 did not add a State Superintendent of Common Schools to the list of constitutional executive State officers, although there was a pretty strong sentiment in favor of such a measure. It was left, like other essentials of "a thorough and efficient system of common schools," to the wisdom of the General Assembly. This body, in the school law of 1853, about which there is recorded such abundance of discordant opinion, organized a separate school department at the seat of government and placed in charge of it a State Commissioner of Common Schools.

THE COMMISSIONERS

- H. H. BARNEY, elected in 1853.
- ANSON SMYTH, elected in 1856 and 1859.
- C. W. H. CATHCART, elected in 1862, resigned 1863.
- E. E. WHITE, appointed in 1863.
- JOHN A. NORRIS, elected in 1865 and 1868, resigned 1869.
- W. D. HENKLE, appointed 1869, resigned 1871.
- T. W. HARVEY, appointed 1871, elected 1871.
- C. S. SMART, elected 1874.
- J. J. BURNS, elected 1877.
- D. F. DE WOLF, elected 1880.
- L. D. BROWN, elected 1883.
- E. T. TAPPAN, elected 1886, died in 1888.
- JOHN HANCOCK, appointed 1888; elected 1889, died in 1891.
- C. C. MILLER, appointed 1891; resigned 1891.
- O. T. CORSON, appointed 1891; elected 1891 and 1894.
- L. D. BONEBRAKE, elected 1897 and 1900.
- E. A. JONES, elected 1903.

The office having been created, naturally the first query in the minds of those who had waited with commendable impatience was, who should fill it? The man most prominent in their eye as the successor, after more than a decade, of Samuel Lewis, was Lorin Andrews.

A very laudable notion pervaded the State Teachers' Association that it would be an excellent thing if this office could be kept "out of politics." Putting those two objects of their desire into tangible form, the Association passed a resolution setting forth the qualifications of Mr. Andrews, and earnestly recommending him to the people of Ohio as a fit person for State Commissioner of Common Schools. The matter was taken up in some of the institutes and resolutions passed in its favor. The Ohio Journal of Education published cir-



SAMUEL LEWIS
1837 to 1840



HIRAM H. BARNEY
1854 to 1857



ANSON SMYTH
1857 to 1863



EMERSON E. WHITE
1863 to 1866

cular letters signed by leading teachers. It affirmed that the opinion of good men of all parties seemed to be that the State Commissioner of Schools should be selected without reference to party preferences. It believed that the teachers of the State and the active friends of education were unanimous in desiring that Mr. Lorin Andrews should be the People's candidate. But "the children of light" must not shut their eyes to the difficulties that attend matters wherein they propose and the disposing is with "the children of the world." The difficulty shows through the phrase of the circular, "the People's candidate." The Republican party would have a ticket, the Democratic party would have a ticket, but the "People" would have no ticket. History tells of a not entirely dissimilar condition at one time in Rome.

The teachers' influence in bringing desired legislation to pass, and in protecting laws they wish to remain on the statute books is generally spoken of slightly, but this lightness has its source in ignorance of the array of good features that came to birth at their persistent summons and of the undesirable things that were kept from so doing; but when an office is to be filled the curtain rises upon another scene. In the matter under consideration the educational men were calling upon politicians to ignore politics. The call was not heeded. A commentary, startling in its luminousness, is written upon this effort by the composition of the State Board of Examiners before it was made bi-partisan by statute, though they were all, all honorable men, and likewise were they who appointed them.

The things required of the State Commissioner as laid down in Section 47 were to give bond under the penal sum of \$10,000 that he will truly account for all moneys that may come into his hands in his official capacity; that he will faithfully perform all duties enjoined upon him according to law; take and subscribe to the usual oath or affirmation; give attendance at his office at the seat of government when not absent on public business; spend each year at least ten days in each judicial district in various public and private services; purchase libraries and apparatus as soon as the revenues will admit; exercise supervision over the educational funds; prescribe forms for reports of schools and require copies of reports; cause the school laws to be printed and distributed; make an annual report to the General Assembly, or the governor, an outline of the matter it shall contain being given. The salary pertaining to the office was \$1,500, increased after a few years to \$2,000, and not to the credit of the great and rich State of Ohio, it has rested there to the present.

The function of the Secretary of State as State Superintendent of Common Schools ceased March 1, 1853, and there was an office created for the exercise of this function but necessarily it was empty till the time came for Mr. Barney to fill it, namely January, 1854.

Mr. Trevitt, who was Secretary of State when the superintendency of schools was thrust upon that office, was elected as the first secretary under the new Constitution, and he reported that during that interregnum letters in great numbers came to him with inquiries about the interpretation of the new law. His answers were now unofficial, but it was his daily practice to reply, explaining provisions in apparent conflict and much oftener advising the embarrassed



JOHN A. NORRIS
1866 to 1869



WM. D. HENKLE
1869 to 1871



THOS. W. HARVEY
1871 to 1875



CHAS. S. SMART
1878

asker of the question to read the law. He regretted that a Commissioner was not appointed or elected immediately upon the taking effect of the law, believing that it would have prevented much of the opposition. However, Mr. Barney, the Commissioner elected in the fall of 1853, aided in this work of advice and explanation, for in April, 1854, a few weeks after the Secretary's report just referred to, he submitted to the Senate at its request "copies of such opinions as he may have been called upon to give in relation to the School Law."

Correspondence concerning the new code was enormous during Mr. Barney's entire term. It is very large even in ordinary times, if there be such times, with no new statute to interpret. As an attorney by profession he was especially fitted for this work.

Mr. Barney's term was a period of defensive warfare, for the opponents were persistent and untiring in their efforts to amend the law out of existence. He was indefatigable in his efforts to prevent the passage of these amendments, and by the aid of influential teachers, lined with petitions from all over the State, was entirely successful.

The initiation of the library law added largely to the labors of the school department.

Mr. Barney made careful research into such important matters as the school lands, the irreducible school funds. His discussions of the ill condition of the common schools, their crying need of better houses and more competent teachers were pungent indeed.

It is difficult to account for it, but it wears the same complexion as the low salary attached to the office, and the scattering fire of bills to abolish it, that one careful compiler of statistics, whose inclinations seem always to lean to the Common School side, enlists Mr. Barney among Governor Medill's appointees, does not place Anson Smyth's name in the directory of Governor Chase's first year, and in the second, puts it below that of the Supervisor of Public Printing, and no successor of his appears either as an elected or an appointed officer.

Rev. Anson Smyth was elected and re-elected, spending this long period in earnest labors. The defensive warfare continued. These men did not fight for the continuance of the commissioner's office from personal motives. • Believing what they and the school men generally believed, their course was the dictate of pure patriotism. In his last report Mr. Smyth said: "I have spent nearly four hundred days in this employment—duties calling for ten days annually in each judicial district—have traveled about twenty thousand miles in the discharge of these duties; have addressed not far from four hundred educational meetings, large and small; have visited every one of our eighty-eight counties more than once, etc."

In Mr. Smyth's reports the clergyman sometimes shows through the school officer, and, in no wise related to the statement just made, his love of humor, or fun, perhaps, led to this request in a circular to county school examiners, also in one to graded school examiners. "Anecdotes illustrative of the knowledge or the ignorance of teachers are requested. That they may be amusing or ludicrous, even, will be no objection to their reception." For some reason,



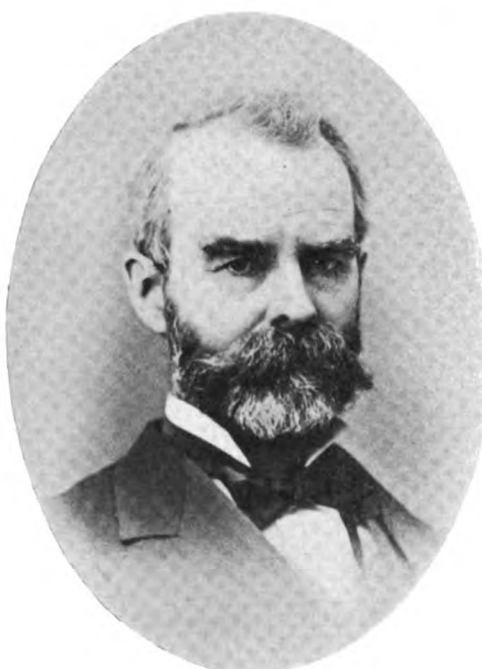
J. J. BURNS
1878 to 1881



D. F. DeWOLF
1881 to 1884



LEROY D. BROWN
1884 to 1887



ELI T. TAPPAN
1887 to 1888

though mistakes were plenty as blackberries, and often shameful, the crop of humor was exceedingly small.

In one of his reports, Mr. Smyth publishes what would now be called a "symposium" upon "Simultaneous Studies." The fly to which a number of the prominent teachers were to rise was the question whether our pupils do not carry on too many studies at the same time. The discussion was very interesting. The answers are arranged in three classes. The first means "yes"; the second, a modified affirmative; the third, "no."

In Dr. E. E. White's term of office and doubtless through his influence the law was passed requiring applicants for certificates to pay a fee, which fees have ever since been the main support of county institutes.

Another signal act of his administration was the passage of an act by the legislature creating the State Board of Examiners of teachers, March 18, 1864.

The official work of Col. John A. Norris is treated at some length in his biographical sketch and in the chapter on County Supervision.

Mr. Henkle turned his fine mathematical taste to a revision of the statistics. For instance he boldly says: "I have never believed that the enrollments heretofore given in the State school reports were correct," and taking a Union school which enjoyed every advantage which would draw pupils to it and keep them there, and noting the per cent of the enumeration to be about sixty, his belief is that the real enrollment is more than one hundred thousand fewer than the number reported.

Mr. Henkle spent much time and labor upon a bill codifying the school laws. It did not have success before the legislature but is said to have been in substance the law of 1873. Like his predecessors and those who came after him he presented his reasons for asking for County Supervision.

Under every Commissioner the heavy correspondence of the office and the immense amount of travel and lecturing have continued.

Mr. Harvey elaborated a plan for a Board of Institute Managers to conduct district and county institutes; in his report for 1873 he comments upon the law just passed, and presents an eloquent essay upon "Studies the Pursuit of which the State should Encourage."

In his last report Mr. Harvey discussed the evil of irregular attendance whether caused by carelessness of parents or by truancy. He would have a truant marshal in every city, but is in doubt about the policy of an immediate compulsory attendance law.

Mr. C. S. Smart earnestly desired the success of the schools of Ohio and the improvement of the school system but was not in accord with the majority of school people upon supervision, the state association, high schools, and other matters. The great International Exposition at Philadelphia took place while Mr. Smart was Commissioner. He and four assistant commissioners had charge of the preparation and the care of the Ohio School Exhibit.

As the high school discussion was at high tide when Mr. J. J. Burns began his work, he submitted to the Attorney General, Hon. Isaiah Pillars, the two questions following:



JOHN HANCOCK
1888 to 1891



CHAS. C. MILLER
1891 to 1892



OSCAR T. CORSON
1892 to 1898



L. D. BONEBRAKE
1898 to 1904

1st. Did the framers of the Constitution (Article VI, Sec. II), by the phrase "a thorough and efficient system of common schools throughout the State," intend to authorize the General Assembly to enact laws sustaining, by general taxation, any higher grade of schools than *common* schools; for instance, high schools with a collegiate course of studies, normal schools for training professional teachers; and what did they mean by the phrase "common schools?"

2nd. Is a board of education, by the general school act (Vol. 70, page 208, Sec. 50), authorized either by its letter, true spirit, or meaning, to establish any other than different or higher grades of common schools in the constitutional sense of the term *common* schools; or may a board, under the general phraseology employed in that section of the school act, establish, at discretion, classical high schools, normal schools, and polytechnic schools, etc.?

A logical discussion of the historical and the legal points involved led Judge Pillars to the conclusion expressed in this paragraph. "It may be safely asserted, that up to the time of the adoption of the constitution of 1851, so far as the general common school system was concerned, no more than the primary or common branches were contemplated by any legislation to be taught. In fact, except as provided by special legislation (which will be presently noticed), no other branches were authorized to be taught in the common schools. *Graded schools* were unknown to the general law. I do not, therefore, hesitate to say that, in my judgment, the common schools prior to the adoption of our present constitution, meant public schools for teaching the primary or common branches of learning."

He then puts a question "more relative" to the phase of the matter then in contention, and answers it. "Was the adoption of the constitution of 1851, and the general laws passed thereunder in 1853, intended to effect a change in the common school system?" "I conclude, therefore, after a full investigation of the question, that a board of education is authorized, by the letter, true spirit, and meaning of the law enacted in obedience to the requirements of Section 2, Article 6 of the Constitution, to establish such schools, with such grades, and with such courses of instruction in the various departments of education as, in its wisdom, the public good may seem to require."

By direction of the General Assembly the Commissioner prepared and distributed an edition of the School laws of 1879. During this term there was no slacking of the prescriptive energy of the office in the performance of its essential duties.

Commissioner D. F. De Wolf devoted more attention than had been the custom to such topics as pertain to the sanitary conditions of school buildings and premises, and to the best care that science suggests to the pupils: the need for a knowledge of individual and social economy, and of elementary science. In his reports he discoursed also upon literary culture in the schools, and needed legislation for the improvement of the school system. He published a syllabus of lessons on the human body to be used for lectures at institutes and teachers' meetings. In Mr. De Wolf's term the State Board of Examiners were authorized to issue ten-year certificates. This, in the words of the next Commissioner

was "a just recognition of professional teachers in primary and in country schools but it greatly increased the labors of the board."

There is a historical connection, but perhaps not a logical one, between this amendment and that of April, 1884, which increased the number of members of the board from three to five.

Commissioner Leroy D. Brown followed in the road made by his predecessors, visiting schools and attending educational meetings. His interest in the development of the township district was marked. Much time was given by him and his assistant commissioners to the Ohio School Exhibit at the World's Industrial and Cotton Centennial Exposition, of which an account is given in his report for 1885. The subject of Public Libraries and Public Schools is finely treated by Prof. E. S. Cox in this same report.

A change for the better was made in the section of the law which established the office, and fixed the second Monday of July instead of the second Monday of January as the date for the beginning and closing of a Commissioner's term; "until three years from the second Monday of July succeeding his election."

Dr. Eli T. Tappan served but a part of the term for which he was elected. In that period, it need not be said he did his whole duty, though suffering from the attacks of the enemy that cut him off. The only topics that he treats of in his one annual report are the changes that should be made to secure a high degree of accuracy possible in the preparation of financial statistics, and some matters pertaining to the examination of teachers. He approves of a suggestion of the State Association of Examiners relative to the expiration of the terms of examiners, one each year. Also that the issuing of ten-year certificates be discontinued; that the fees paid by applicants before the State Board be paid into the State treasury and the State Examiners' fees be paid out of it, and that this board be granted power to compel the testimony of witnesses in a case involving the revocation of a certificate. The changes in the laws were all made.

In testimony of the exalted character of his immediate predecessor and his warm esteem for him, Commissioner John Hancock prefaces his first report with an appreciative sketch of Dr. Tappan and a reprint of Dr. Tappan's inaugural address before the National Educational Association; no soaring oration on the heights and depths, but a rational paper upon a prosaic but supremely important subject; "Examination of Teachers."

Commissioner Hancock's native heath was the lecture platform and he was always at his best. In his reports he touched upon many familiar topics, making them look new by his skill in the art of putting things. Higher education was a special theme with him.

After the misfortune that the general cause of education had suffered in the taking off of Dr. Hancock, Mr. Charles C. Miller was Commissioner by appointment till toward the end of the year when he resigned to resume his career as a superintendent. Commissioner Miller filled his brief term with an active effort in the discharge of his duties. His one report opens with an appreciation of his predecessor followed by a sketch written by another of the "old guard," Dr. Findley.

It fell to Mr. Miller to serve as the first secretary of the School Book Board. In the appendix to this report is republished an inquiry into the comparative merits of township and county supervision written by Dr. C. W. Bennett.

From the days of Commissioner Smythe to the days of Commissioner Corson, every man's time in the office has been one term or less, but the political ship of State has been sailing in steady currents, the custom of renomination suffered no breach, the enemy who had for his own all seasons made no more of his fateful calls, and for twelve years two incumbents have occupied the position of State Commissioner. Associations by the half score, institutes of all grades and school journals, have been conducting a continuous campaign of education. These agencies have upheld and should uphold the Commissioner's hands, and he has had an endowment of experience, intelligence, energy, and time. It would seem, that, although the harbor of an ideal system is far beyond the horizon, the educational ship is in motion and in the right direction.

While Mr. O. T. Corson was Commissioner the Workman law and the Boxwell law were enacted, two measures of vast possibilities; also the optional free text-book law and the woman's suffrage legislation. He looks with favor upon permissive legislation. For some years Mr. Corson served the State Reading Circle very efficiently as its Corresponding Secretary and Treasurer. As a persuasive speaker upon educational topics before a popular audience he has had few equals.

During Mr. Lewis D. Bonebrake's double term he was untiring in his labors before educational bodies of all kinds and in his zeal for improvements in the School System. The signal act of this period was the establishing by the legislature of two State Normal Departments in two of the State universities.

To assist in the desirable work of consolidation of sub-districts came the act allowing boards of education to provide for the conveyance of school children at public expense.

An extended classification of high schools was directed by law and carried out.

The school code of 1904 was enacted in April 1904. Mr. Bonebrake sent out an edition with a preface and some pertinent extracts from the Constitution of Ohio and from judicial decisions relative to interpretation of statutes.

In July 1904, Superintendent Edmund A. Jones of Massillon assumed the duties of the Commissioner's office. There will be no lowering of its standard, no relaxation of its effort to see to it that the common school republic shall suffer no harm. One duty, new to the department, it confronts at the outstart, the monthly preparation of questions for the county examinations, and the possible sitting as a court of appeal in cases where applicants think their papers have not been rated at their full value.

TEXT-BOOKS

That the text-books for use in the schools have kept up to the advance in other things, that they have been full of good matter, arranged with excellent

taste and skill are two statements of one proposition about which there has been no wide disagreement, but whether the price was fair, or high, or extortionate, at the time of the argument, was an "entering wedge" which would divide almost any little miscellaneous group of persons by two, if not three.

It needs not now to be discussed and for this exemption the school people should be thankful.

On the hypothesis that prices were more than they should be various remedies were proposed, prominent among which was the State's setting up a huge printing shop, buying copyrights or hiring book makers, and manufacturing school books for all her schools herself.

This plan had been tried in some other States but its success, or failure of it, even from a business point of view, did not encourage Ohio to try the same experiment; while, against it spoke those who should have to use the "State books," with a greater degree of unanimity than they, perhaps, had ever spoken on any other question of practical pedagogy. Still the presentation of a bill in the legislature, looking to State action, would cause a season of low barometer in the capitol.

The matter of "changing" text-books was also one productive of storms. Their history would fill a volume very much larger than this, and, perhaps, more exciting. They raged mainly in and about the apartments where boards of education meet to take sweet counsel together, their echoes throbbed from the homes of the district when the children brought the bulletin of the mooted event or the one that had come, while the newspapers condemned or approved the action taken, or "thundered in the index."

It has not, in Ohio, found its way into literature, but not for lack of material is the "first-born of the Ordinance" behind the Empire State. C. W. Bardeen told some years ago, the story of Roderick Hume, a New York teacher. In this book there is a picture of a "school book fight," as these deliberations are still called. It is chapter seventeen and brings about a change of text-books by the thrusting into the engagement of a strategic prayer.

State action on both these matters was taken in 1891. The legislature created a State School-book Board. Its members, the Governor and the Secretary of State; and the State Commissioner of Common Schools is Secretary.

This board by negotiations with publishers, or, after obtaining information which only the publishers could furnish, publishes a list of contract prices and sends a copy to each board of education, the board adopts books from this list. These adoptions are for five years, and the books can not legally be changed during that term without the consent of three-fourths of all the members of the board, given at a regular meeting. Why it is not "four-fourths," and why "at a regular meeting," are elementary questions in the science of human nature.

It will be noticed that the School-book Board has nothing to do with the selection of books. That is still a matter of home rule. The simple aim of the law seems to have been to make it more readily practicable for boards of education and for individual purchasers to secure good books at fair prices.

CHAPTER XV

ACADEMIES AND OTHER PRIVATE SCHOOLS

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THERE is a variance of enormous width between the condition of the common schools of Ohio during her first half century as described by the pens of many credible witnesses whose story is confirmed by lingering facts, animate and inanimate, and another fact just as far beyond dispute. Ohio was not to the rear in the procession of States, if her position were determined by general intelligence, by the leaders in national affairs she bred, by the line of cultured, broad-minded men who sat in the chair of State, by her sturdy strides down the road to material prosperity, and particularly by the lofty character of the leaders in affairs educational, either as legislators or as teachers. These were not all wise men from the east.

The riddle is easily read. The college and the academy and the seminary are much older than the free public school. The idea that those are the immediate wards of the State had full credence in communities where the notion of such a relation between the State and the common school had made little way.

Numbers of young men whose parents could furnish the means went to the institutions of learning in the States "over the mountains," as many do yet.

Colleges were founded here on Ohio soil, some by the State, many more by the various religious denominations, while a multitude of academies and seminaries sprang up like young oaks from acorns for which kind Nature had furnished favorable nesting places, or "procreant cradles."

To these schools the people of Ohio owe a perennial debt of gratitude but one upon which the interest is not "kept paid up." Indeed one must have been singularly inattentive who has not heard notes of satisfaction, if not gratification, over the decline of the early academies. The reason for this is not far.

The colleges still stand and legion is the number of speeches and reports over the best way to bridge the space between them and the schools. What they want is not thanks of a grateful posterity, but students of the living present; and, some, the State's own, an appropriation; but the academies, where are they? Like the Indian, with apologies for the simile, before the pale face, they retreated before the oncoming high school. Their closed doors were a language in which could be read the growing confidence of the people in the high school, and, by inference, the increasing merit of this institution.

In almost every town whose founding was in the early day and whose years begot growth, the visitor's attention will be drawn to some building which, he is told, used to be the academy; or, perhaps, the name has not slipped into the past tense.

If a list of the names of academies which are found in reports and other writings of a statistical turn were made, it would be a very long list of schools whose title should mean something higher in the way of book training than the

common branches. Commonly the title was thus justified, but many times the school was but a subscription school with the euphemistic designation, "select."

In speaking of educational work at Marietta prior to the college, Dr. I. W. Andrews at the semi-centennial celebration of Marietta College, discoursed interestingly of a still earlier period: "Even before the present century began and within the first decade after the first settlement here, steps were taken for the establishment of an academy. In April, 1797, a meeting of the citizens was held for that purpose, and a committee appointed to prepare a plan of a house suitable for the instruction of the young and for religious purposes. This committee consisted of General Rufus Putnam, Hon. Paul Fearing, Griffin Greene, Hon. R. J. Meigs Jr., Charles Greene, and Joshua Shipman. This was the origin of the 'Muskingum Academy,' and the building was doubtless the first structure erected for such a purpose in the 'territory northwest of the river Ohio.' * * *

The first instructor in the Muskingum Academy, the pioneer of the institutions for higher education at Marietta, was David Putnam, a graduate of Yale College in 1793. How many others of the teachers had received a liberal education is not known. * * *

It is probable that from the beginning of the century until the time when Marietta College was founded this town furnished almost uninterrupted facilities for instruction in the higher branches of an English education, and most of the time for such classical instruction as was required for preparation for college."

The course of study at Muskingum Academy is not given. Probably its range may be inferred from the last sentence.

Unless the student of this interesting subject should traverse the State and visit the many towns where these schools once existed, and in each should find, among the people there, one who knew, remembers, and cared to talk of the former days — like the gray-haired man who told of the planting of Bryant's apple tree — or, one who can locate the desk in which the yellow, dusty records are resting, he can not have material for a history of these institutions. But perhaps a sort of impressionist picture would arise from a slow reading over of items, though many of them should be only names of schools and of trustees and dates of organization of the societies, which are not to be given in charge of the memory at all. Critics tell us that many things in poetry, — Milton's pentameters of sounding proper names, Browning's "Childe Roland to the Dark Tower Came," as extreme examples — are not written to give information, but to induce a state of mind.

In the beginning, these societies were incorporated by special acts of the legislature, and the first such act was in the year of the Louisiana Purchase, incorporating the Erie Literary Society or, rather, the trustees thereof. The thirteen had good old-fashioned English names easy to spell and pronounce, and even if no date were in sight, he that runs could read the fact that this is no modern group of citizens.

The preamble relates that a representation has been made to the General Assembly by certain persons associated under the name given above, that a number of proprietors of land within the county of Trumbull are desirous to

appropriate a part thereof to the support of a seminary of learning, within such county. It was several years later when the legislature exempted from taxation lands donated to this society for the purpose of erecting a college at Burton, and the apparent error or contradiction is removed by recalling that Geauga County was not "erected" from Trumbull till 1805. The latter county included in 1803 all of the Western Reserve, and its number of free white male citizens of the age of twenty-one years was 1,111.

Other incorporations by special acts were Worthington Academy, Dayton Academy, Chillicothe Academy, New Lisbon Academy, Granville Religious and Literary Society, Steubenville Academy, Gallia Academy, Wooster Literary Society, Lebanon Literary Society. In 1817 a general law was passed under which this incorporating of companies to establish academies and also for the setting up of libraries, which latter work had been going on *pari passu*, proceeded without recourse to the legislature.

Such accounts as are at hand respecting some of these schools will aid in forming an approach to a fair conception of what was sought for and what was obtained in these foregoers of the high school. In the report for 1851 of the *ex officio* State Superintendent of Schools one may read there were, in Norwalk, two prosperous institutions, which had no share in the public funds: the Norwalk Institute and Norwalk Female Seminary, both of which were in healthy progress, under charge of excellent teachers. The Centennial volume of historical sketches is the authority for saying that the trustees of the Norwalk Academy, in 1826, purchased four lots, "the same lots now occupied by our high school building," and upon this ground erected a three-story brick building. The first and second stories, though far from complete, were occupied by the academy in December; the principal and four assistants, all men; two of them, ministers; "Miss Bostwick was soon after added, who taught ornamental branches, drawing, painting, etc."

At the end of the first quarter there were ninety pupils on the roll. The prices for tuition ranged from \$1.75 to \$4.00 per quarter with a deduction of twenty-five or fifty cents "paid in two weeks." Besides the tuition, each pupil was required to furnish one-half cord of wood or twenty-five cents in money, toward warming the building. The course of study stretched from the primary school well-nigh to the college: reading, writing, spelling, arithmetic, English grammar, higher branches of English education, — very indefinite, Greek and Latin.

The Academy ceased its separate existence and was consolidated with the public schools in 1829. The cause as assigned was, that the effort was premature; the country too sparsely peopled to bear the expense necessary for its continuance.

The "Institute" whose condition was described as good and progressing in 1851, was opened in 1846 by the Baptist denomination; the "Seminary" had been founded in 1833; had the ill fortune to fall a victim to fire; a new structure was erected and at the reopening in 1839 there were two departments; coeducation not being then the vogue.

In the report for 1851 there is mention of other academies, one of these had the not uncommon fate of loss by fire: "but not depressed by the loss, when the interest of the rising generation is in question, built by private subscription, another, like a Phoenix from its ashes, now occupies the same place." This seems to be about the only official statement of the mode of the Phoenix's ascension.

A most excellent result of academies or select schools, in another county, Knox, is reported: Of three such institutions it is affirmed that two have not a rumshop in their vicinity. These schools speak well for the cause of education, or its effect.

As early as 1807 an act incorporating the Dayton Academy was obtained from the legislature; a substantial brick school-house was built; Mr. D. C. Cooper, the proprietor of the town, donating in addition to his subscription, two lots and a bell. Reading, writing, arithmetic, the classics, and the sciences, left little to be desired, even if elocution had not "been made prominent."

The Lancastrian experiment of mutual instruction was at that time exciting much interest in the country, and Mr. Robert W. Steele records that the trustees of the Dayton Academy introduced the system, erecting a building especially adapted to this mode of teaching, and procuring the services of an expert.

Work of this new sort began in 1820. Mr. Steele says: "It was continued until, like so many other theories of education, the system was superseded, leaving no doubt a residuum of good which has been incorporated with our present advanced methods of instruction. It is an interesting episode in school history, and may serve to moderate our enthusiasm for new methods of instruction until thoroughly tested by experience."

In 1857 the academy property was donated by the stockholders to the board of education, and the high school long was comfortably quartered in a house upon the site of the old academy. For some years it has occupied a spacious and beautiful new building, appropriately named the Steele High School.

Sometimes, instead of "academy," or "select school" or "seminary" the subscription school was called a "high school," and this confusion of names unless he note the date, and recall something of school law, will tend to trap the unwary.

No data as to the Chillicothe Academy are at hand beyond the mention in a public school report of 1858 of a transaction which would show that the school had closed its career. In consideration of the sum of three thousand dollars, received by them from the board of education they agreed to lease permanently for school purposes a portion of the "Old Academy Lot"; also to return this three thousand dollars to the board of education on condition that it be used in making the central building that much superior to the other two.

In 1858 the commissioner made an especial effort to procure information relative to academies but the results were meager indeed; seven, the Scriptural number, reported. A sentence or two from each has place here.

"Combined with study, manual labor, performed chiefly upon a farm of originally four hundred acres, has been, until the present year, a distinctive fea-

ture of the Grand River institution." It further appears that the farm had just been sold as young men wishing to earn their way could find employment among the neighboring farmers. Early in the year, the main building was destroyed by fire but a new one had been erected. The Institute had a four years' course, and, for entrance, a knowledge of orthography, reading, writing, geography and arithmetic, was required.

Kingsville Academy was organized in 1836. In 1858 there were ten different teachers employed and the whole number of pupils enrolled was two hundred and ninety-seven.

In 1848 the school-house was burnt and rebuilt. The library contained four hundred volumes. The Academy supplied two distinct demands; to prepare young men and women for active life without a college course, and to prepare young men for college.

Gallia Academy was established in 1854, was consequently new. One prominent feature was the preparation of teachers.

The Barnesville Classical Institute had an extended course in the classics, besides a variety of other courses. Fifty individuals left in one year to take charge of schools.

The school at Pomeroy was established in 1849. School property, an acre of land, and a building thereon three-stories high, with school-rooms in the basement and on the second floor. The higher story is used for a dwelling.

The Western Reserve Eclectic Institute was established and began its work in 1850. It had a charter from the legislature which placed its management in the hands of twelve trustees. In the eight years of its operation it had enrolled 5,045.

"J. A. Garfield, Principal," states that its aim is to hold the rank of a first class collegiate seminary; to train teachers for their duty in the public schools, and to prepare students for an advanced standing in college.

Seneca County Academy was incorporated in 1836. The familiar names of T. W. Harvey and A. Schuyler appear among the names of its early principals. In 1858 it was reported upon a firm basis, with flattering prospects for the future.

In 1873 the State Commissioner published a table of Academies, Normal Schools, etc., which received nothing from the common school fund. Their number is twenty-three and they report an attendance of 4917 and a total expenditure of about forty-two thousand dollars. Most of these did not date their origin far enough back to assist in answering the question at the outset of this chapter.

Although statistics are not at hand to justify any attempt to deal with that branch of the subject the fact must not be lost from sight that all these years there has been an increasing number of church schools, of varying degrees of merit, of course, but the higher grade ones doing something to supply the call and the need for secondary education.

At the urgent request of the State Commissioner of Schools, many of these institutions have made report to him of such substantial data as he would call for, but as the State had no financial interest in them her agent's call was not mandatory and was very often ignored.

What is here written makes not the smallest pretense to be a history of even a part of these schools. Its aim was to aid, not the school man, but the general reader, to see a little more clearly how it was, or at least catch a glimpse of one of the great instrumentalities, which prevented the better half of the active people of Ohio during a series of years from growing up in a state of ignorance. The "general file" of these schools are things of the past but theirs was not a lost cause. The good they did lives after them.

For a pleasant leaving of the subject the reader may hark back to a date nearly two decades before the birth of graded schools and hear a sage and gallant governor of Ohio in his farewell message, congratulate the people of Ohio upon the benign results of the law of 1825: "Our common schools have gradually increased under the law for their regulation and support. Our numerous academies and colleges are in a flourishing condition, and all are receiving a gradual accession of students. Our female seminaries are increasing; and a deeper interest is felt throughout the State for the instruction of this most interesting part of our population."

CHAPTER XVI

THE PASSING OF THE WORD "WHITE"

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IF the story of the negro in America should be told at length and in detail it would not be true if one should apply to the number of volumes the tremendous hyperbole that the world would not hold them, but they would be many. The part of that story which would apply to Ohio would occupy some space even if writ small. In this book however our concernment is with the relation in which the colored people stood to education, the public schools, and the State.

Turning the leaves of a time-stained volume entitled "Laws of the Territory Northwest of the River Ohio," one grows used to the phrase, "free male inhabitants"; then, more definitely, "free, able-bodied, white, male citizen." These persons, "male", human, doubtless, are being listed so that they may vote, fight, and do other things that "may become a man."

But here in 1799 we find that all able-bodied single men who shall not have taxable property to the amount of two hundred dollars, * * * all horses, asses, all bond-servants of the age of twenty-one years and upwards, within this territory, are hereby declared chargeable for defraying the county expenses, in which they may respectively be found, to be taxed and collected." The first General Assembly of the State of Ohio, in 1803, amended this section by omitting "bond servants." The great Ordinance, it will not be forgotten, based a change in the form of government upon districts having "five thousand free male inhabitants."

Between the dates named the first constitution of Ohio was framed and put in force. The second article provides for "an enumeration of all the white male inhabitants above twenty-one years of age"; this, in order to give effect to article first, which provides for a general assembly consisting of senate and house of representatives, "both to be elected by the people." If any one thinks this last provision a useless addition let him recall the fact that the general assembly or legislature in the form of government from which the new State was just emerging embraced a legislative council, a sort of senate which was not elected by the people. This instrument interprets the word "people" with a difference: for "the representatives shall be chosen annually by the citizens, etc.," "the senators shall be chosen biennially by the qualified voters for representatives," "the governor shall be chosen by the electors of the members of the general assembly," and "in all elections, all white male inhabitants above the age of twenty-one years * * * shall enjoy the right of an elector." Grammar was not in fashion at that elder day in Ohio.

The Legislature of Ohio on January fifth, 1804, passed an act "to regulate black and mulatto persons." This regulating was a statement of the conditions upon which such a person might become a resident or inhabitant of the State also the conditions upon which another person might give him employment

without having to pay a fine of not less than ten nor more than fifty dollars. "He or she shall first produce a fair certificate from some court within the United States, of his or her actual freedom," and this document must bear the seal of the court.

Coming down the tide in these affairs from eighteen hundred two to eighteen hundred fifty-one, we learn from Article V. of the new Constitution, which defines the elective franchise, that to be an elector, or voter, an inhabitant must be also a "white male citizen." This restriction Ohio deliberately retained in her fundamental law after a half century of experience. She has not been singular in this matter. We will not go on a search for examples, but right at hand are the constitutions of Indiana, eighteen hundred sixteen, and of Connecticut, eighteen hundred eighteen, and in each we find that to speak in regard to public affairs with the exceedingly small, still voice of a common voter, was the privilege only of the "white male" of twenty-one and upwards.

It seems clear that in the eyes of those who formulated public thought and projected it into the future in Ohio's three constitutions—for the Ordinance was not less a constitution because it had a much broader reach than the limits marked out in the second—a "black or mulatto person" was not an elector, a voter, or citizen. It would be logical to say farther that he was not included when they spoke of "the people."

But a single purpose goes with this relation. If the genius of universal education has now a wide stroke of wing and in a free expanse, this backward look should enable the reader better to discern that fact and appreciate it. If he be young, he has not met these facts in his experience; they may not be among the fruits of his fireside travels into books; they are essential to a full comprehension of certain legislation pertaining to schools; they are part of educational history.

In the act passed in eighteen hundred thirty-eight, one of the turning points in the story of school legislation, where provision is making for a fund for the education of all the white youth in the state, the property of black and mulatto persons is exempted from taxation, and if by inadvertence any tax for school purposes shall be levied on the property of any such person the county treasurer is required "to abate said tax."

The township clerk was required to take or cause to be taken "a list or enumeration, in writing"—luckily he was not compelled to retain it, as the Iliad was retained—of all the white youth in each district of his township. Elsewhere said clerk, in his added capacity as township superintendent, is directed what to do, in case funds from public sources are not sufficient,—that the qualified voters shall speak their mind about a tax, so that, if they think best, six months good schooling shall be provided all the white unmarried youth of the township. Here we learn of another disability, and it has lingered into the new century, while those fixed in our fundamental law and statutes on the basis of color have been removed.

In the session of eighteen hundred thirty-three, thirty-four, a memorial was laid before the Ohio senate praying for the repeal of the "Black Laws," and the Committee on Judiciary reported in favor of retaining them.

In the session of eighteen hundred thirty-seven, thirty-eight, when a bill relating to schools and school lands was under discussion, Mr. Leicester King moved to strike out the word "white." Thirty votes opposed, two votes favored the motion, Mr. King's own and that of Benjamin F. Wade, who, in a larger senate, has a long and marked record on this general topic.

In the House of Representatives, session of eighteen hundred forty-fourty-one, concerning a petition to repeal the Black Laws, Dr. John Watkins of Muskingum county, from the Committee on Public Institutions, reported that it would be "highly impolitic to repeal or modify the existing laws."

The session following, many petitions were laid before the senate, some for repeal, as above, and some to prevent black or mulatto persons from coming into the state; but no favorable action upon either class was taken. Each year thereafter came up the same old question in the same old way.

The School Code of eighteen hundred fifty-three made some advance in the direction of the education of the colored youth. The step is taken in section 31. Whatever may have been thought of this section at the time it was framed, sentiment outran it, and like the admirable "double-gear" township system, it lived to be the theme of much unvarnished rhetoric.

In substance this section authorized and required boards of education to establish within their respective districts one or more separate schools for colored children when the whole number by enumeration exceeds thirty, so as to afford them as far as practicable under the circumstances the advantages and privileges of a common school education. These schools were to be under the same control as the "white schools." When the average number of colored children in attendance shall be less than fifteen for any one month it was made the duty of the board to discontinue the school for any period not exceeding six months at any one time. Should the number enrolled be less than fifteen "the directors shall reserve the money raised on the number of said colored children, and the money so reserved shall be appropriated for the education of such colored children under the direction of the township board." This surely gave a fine chance for action by any pupil possessing advanced ideas about breaking a quorum. The roll might show just fifteen names and with his withdrawal the school must cease to keep.

It is almost amusing to study from this distance Commissioner Barney's struggle to see through this maze, to point his eloquent finger at what might be done if boards were made of other and scarcer stuff. Of this palmate array the Hibernian debater would declare that if one failed another would be equally effectual. "The money so reserved for the education of colored children, may be used to procure for them private instruction; or, the teacher of the sub-district school may be employed to instruct them in an evening school, or at such other times as may be deemed expedient; or they may be instructed during the vacation of the school for white youth; or they may be admitted to the common school of the sub-district, if no objections are raised against such an arrangement."

A decade later the legislature changed the "thirty" and the "fifteen" each to twenty, but it provided for a joint district where the aggregate of colored

youth in two adjoining districts is over twenty. These colored districts were peculiar in that they had no directors, but were in the immediate charge of the township board. They were as large as the township, and this was before the day of "conveying" pupils.

It must not be inferred that this section applied to township districts only. The following figures, while probably not on the verge of perfect accuracy, are worth attention. In eighteen hundred fifty-four the State Commissioner reported, on the authority of the county auditors who summed the returns from the boards of education, that there were 9,756 colored youths in the State between five and twenty-one years of age; that of these 2,439 "attended school during the past year," in which phrase "during" is to be taken in its common but incorrect sense.

In eighteen hundred seventy-eight, after the general law of fifty-three had been in force a quarter of a century the auditors report 11,782 colored boys and 11,321 colored girls, an aggregate of 23,103 in the State; that of these 3,106 were enrolled in township districts and 6,723 were enrolled in city, village, or special districts, 9,829 pupils in all, average duration of school term in the former, twenty-five weeks, with one hundred twenty teachers; in the latter, thirty-five weeks with one hundred forty-two teachers.

In eighteen hundred eighty-five, near the last scene of this strange but not eventful history, by the Commissioner's tables there were 25,586 colored youths of school age in Ohio; that of these 3,213 had their names at some time on the rolls in the townships, and 5,734 were enrolled in the separate districts, a total of 8,947, average duration of the school term in the former twenty-nine weeks with one hundred five teachers; in the latter thirty-six weeks with one hundred twenty teachers.

Harking back from the last date given we find another codification of the school laws, that of eighteen hundred seventy-three, section thirty-one having seen the light of twenty winters. This school law of seventy-three repealed all laws, general and special, relating to schools except section thirty-one. This, with its various attempts at amendment, was still there, unrepealed and uncodified.

On the 11th day of May eighteen hundred seventy-eight an act was passed one of whose intents was "to repeal section thirty-one of an act entitled 'an act to amend an act entitled an act to provide'," and so following.

Boards of education now are required "to provide for the free education of the youth of school age within the district. They are permitted, if in their judgment it is for the best interests of the districts, to organize separate schools for colored children, but they must furnish them "schooling," and for the same term as the other schools; and two boards of education in adjoining districts may unite, as before. The part of this act which related to separate schools for the colored pupils became Section 4008 of the Revised Statutes. The Supreme Court had previously decided that the "act authorizing the classification of school youth on the basis of color does not contravene the constitution of the state nor the fourteenth amendment to the constitution of the United States."

The Black Laws, so long the subject of contention, were finally repealed in eighteen hundred eighty-seven. This action pertained to several things; but the one pertinent here is that the authority under which boards of education might maintain separate schools for colored youth was taken away.

Where there is a large number of colored children not widely scattered it is still possible by simple transfers when necessary to avoid mixed schools, to continue separate schools in fact though not bearing the name.

The experiment was tried of continuing a separate school by authority of Section 4013 of the Revised Statutes. This section declares that the schools of each district shall be free to all youth of school age; that a board may make such assignments of the pupils to the schools, "as will, in their opinion, best promote the interests of education" in the district. The Circuit Court — Butler County, Ohio — denied the validity of such action; affirmed that the right to organize separate schools for colored children and require them to attend there was taken away by the repeal of Section 4008.

The writer's personal experience was not extended, but some bits of it may serve as examples under the various rules.

When a boy, in a small county seat of Ohio, he attended school one winter in one of the three districts into which the town was divided. Two negro boys attended the same schools.

As principal of the "Union Schools," all in one building, some years later in another county seat he had no charge concerning the little brick school-house on a back street, wherein the colored school was organized — to some extent. This was in the "seventies."

In the "eighties" his lines fell in yet another county seat. Here were three "ward" school buildings. The colored district had the same extent as the city district, with one school-house. In it was a legal separate school, with a course of study the completion of which was to admit to the high school, but when the superintendent promoted a few pupils across the color line one half of the members of the board of education denied his right so to do. The president of the board, however, ruled that the thing was done, and the white male citizens declared at the next election that it was right.

Later in this decade he was on duty in a much larger city. For school purposes the city district, as is the common way and style, was divided into a number of "districts." There was one colored district, conterminous with the city district, in which was one school-house of eight rooms, each in charge of a competent colored teacher; the course of study leading to the eighth grade, or intermediate school, and a few of the pupils who had completed the course below were in the eighth grade and a few in the high school.

The act of eighteen hundred eighty-seven passed and that school-house stood empty. Near one hundred of the pupils in the first five grades lived within the boundaries of one district, and two of the colored teachers were already employed. In the fall they were installed in two rooms of that district and by dint of mixed grades, the problem was so far solved; no colored schools, for they were contrary to the law. The board of education freely left the adjustment and the responsibility in the superintendent's hands. In some of

the other districts there were mixed white and colored schools, and there were six colored teachers out of employment.

In the case referred to there is a concise statement of the change of sentiment on the question of a negro's right to an education. It discovered "a gradual but steady attempt on the part of the law-makers to give to the colored children the full benefit of the public schools, and to some extent at least, to have the distinction on account of color, so far as the law is concerned, done away with." This "attempt" was a long time on the way — 1787 to 1887 — and it had a long distance to come.

Those friends of the negro, those persons who desired him to have a "fair chance," were by no means of one mind upon the doing away with separate schools. There were many who looked to the fact that it was almost certainly closing against the negro one of the very few doors through which he might hope to pass upward from the lowest and poorest paid employments; that it would chill any stirrings of ambition for something better in his life; that colored schools might be made quite as good as the white schools, and that the colored children would be happier when in schools to themselves; that it were wiser to have left the matter where it was, in the discretion of the respective boards of education.

How far these opinions have been exemplified by the experience of the years since the law was passed there seems no way to determine.

CHAPTER XVII

THE TOWNSHIP DISTRICT

THE TOWNSHIP DISTRICT

THIS form of district has been already touched upon, but its past history has been so varied and its future is so boundless a field for the cause of public education that it is to have some additional treatment.

The original laying off of territory into townships, or "towns," as they are often called, was for the purpose of selling the land, and when a few little groups of people had settled in one of these there were trustees elected, and one of their functions was the laying off the township into divisions looking toward schools in the future.

With the increase of population it became very convenient, if not necessary, to change boundary lines of those original townships and a gradual formation of civil townships as the units of territory for local government, and these civil townships were carved into school districts, which were each under the government of a board of directors. These districts being entirely independent of each other, the only apparent link among them was the possible and elusive figure of the township clerk passing around as superintendent.

The condition of these schools has been described by the pens of many ready writers. Mr. Lewis, 1837, found in his energetic search that there were no schools in the State, excepting those in Cincinnati, free alike to rich and poor. There were 7,748 districts and 3,370 were without schoolhouses. Many of the houses in which school was taught for two or three months in the winter were not worth ten dollars each, while not one-third in the State would be appraised at fifty dollars each. Surely the glimpses of the moon revisited many of the round log cabins or something cheaper.

Not delaying here to relate their story, it is a palpable truth that the friends of the public school cause yearned for something better.

Should the reader recall the statement of Samuel Lewis in regard to the reach downward from the country schools to those of the towns: "And in that lowest deep a lower deep," his historic sense will scarcely escape a spell of retroactive despair, for in his report for 1838, after that energetic tour of inspection, he wrote: "In towns and larger villages the common schools are poorer than in the country. In the latter, neighborhoods depend more on them, and, of course, take a deeper interest in their control; while, in the former, there is too frequently but little attention paid to these schools by persons able to provide other means of instruction." The query rises, why did the persons not able to "provide other means" not wreak themselves upon attention to the means they had? Perhaps some of them did.

For the ills to which the schools fell heir from a much divided territory, hosts of small, independent districts, many of them poor in purse and many of them without even the few leaders who knew what should be done and were willing to do it, any modern school man could write a prescription. In fact, it

was written, one which still stands approved in the books, but, besides the obstacle of the doctors disagreeing and often changing the medicine, the patient was contented in a fair degree with his condition, and resolutely commended their "physic, to the dogs." But he is, and has been, taking it, only it is in the manner in which, according to the spelling philosopher, Billings — the remark is germane to the present theme — a teacher, on a salary of twenty dollars a month may grow wealthy,—“with extreme deliberation.”

In theory the township district, as it came from the legislation of 1853, seems almost without fault. It had a lofty model—a Union of States. In practice it has furnished for a half century an object for the school officer's and writer's finest gifts of vivisection and abuse, and in practice, in spite of the "good-will that was to it" in its inception, the rhetoric was justified by the facts. The good words over its beginning, inspired by the sincerest yearning for the good of a great cause, were pronounced by the Commissioner in charge: "The erection of each township into district, the sub-districts of which, while administered by local directors, shall be under the impartial superintendence of a Board of Education — representing all interests and localities, but clothed with ample powers for vigorous usefulness — certainly seems to be a step in the right direction."

The first budget of complaints came from persons who expected to continue or to become members of the Board — no compensation was provided for their service; following hard after was the objection from the wealthier sub-districts to sharing with the poorer, though in these notions there was no unanimity, and then, as in later years, in some localities, the amount of service toward the general good tendered and done as a free-will offering is amazing by the contrast.

But the criticisms so plentifully bestowed by the workers in the schools were based upon observation of the workings of the township system, not because they were men of keener foresight than they who devised it.

This system, with its complexities, has been described in bits, and the non-professional reader is supposed to know that one body employed teachers, another paid them; one selected a course of study, or was supposed to; another told the teacher what to teach; one fixed the monthly wages, another determined the sum that should continue the schools the legal time, and so following. One Commissioner records his observation that there was no duty, which, under the law, fell to one of these governing bodies, that the other did not, directly or indirectly, attempt at times to perform.

Commissioner Henkle, in 1869, said to the legislature: "To our present system of township boards and local directors there are grave objections. A large proportion of the legal questions arising in the operation of the school law grow out of the conflict of local directors with the township boards. The sub-districts often array themselves against each other instead of moving along in harmony and taking pride in the success of all the schools in the township.

"It is believed that the present mongrel system should give place to the purely township system, in which all the schools of a township should be under the exclusive control of a board of education, chosen by the electors of the township."

Commissioner Norris, thirteen years after the "double-headed" plan — to use one of the milder epithets — went into effect, or, more truly, was declared in force, gave his conclusion as to the issue: "The country schools are certainly no more efficient than they were ten years ago, whether we consider the character and qualification of teachers, the modes of instruction and discipline, or the per cent. of school attendance." The hope of having efficient acting managers, and in their train, grading of pupils, inspection of schools, consolidation of the smaller sub-districts, kindly advice for teachers to draw upon in their hour of conscious need, and such direction as would make them conscious of their own individual deficiencies; had failed of realization.

There was no question as to the advantages of grading pupils, but there was doubt as to the best way. It was suggested that every sub-district should be made large enough to require the service of at least two teachers, but the objection raised was that little children would have too far to walk. An improvement upon this was to have the advanced pupils come to a central school but a school higher than the primary. Built upon that idea was the plan to have a township high school and the principal of it be made inspector of the sub-district schools, and all this was provided for by statute, but it was permissive, and the people, only in rare cases, wanted the permission.

It was permitted, 1873, a township district to become a village district with all the modern improvements; township boards could change and consolidate sub-district boundaries, but that would legislate a fellow member out of office, and courtesy forbade.

Lecturing from the Commissioner's office upon this text went on with few interruptions. In 1889 Dr. Hancock's protest ran thus: "As the years roll by the waste that accompanies the carrying on of our school system becomes more and more apparent to every thoughtful man. And nowhere is this waste more strikingly exhibited than in the double-headed system of township schools. There never was any more reason why this class of schools should be conducted on such a scheme than that cities and towns should be saddled with it."

The most illuminating mode of continuing this subject is to show what can be done when the will is not lacking, even though the law is not all one wishes it.

From an early date, it will not be forgotten, there were probable acting managers of the schools of a township; and later there were possible, and a few actual, superintendents of township schools, though they had the oversight of teachers employed by a different authority. But to illustrate the possibilities by an example, the following is given. In August, 1884, at the request of the Commissioner, L. D. Brown, a township superintendent made to him a report of the Beaver Creek township, Greene county, Ohio, schools. It relates that the Board of Education adopted a course of study, and, after reviewing the weak places in the system and the probable difficulties in carrying out such course, the result is given as one of the reasons for the board's action in employing a Superintendent.

At the opening of school he undertook and carried through the grading and classification of the pupils, whose previous irregularity made this a difficult pro-

ceeding. Some show of dissatisfaction followed, but the confronting exhibition of a steady purpose virtually overcame it.

Where there was difficulty in having children provided with the proper books, a personal laying the matter before parents usually removed it; and when there was need of it the board supplied the books.

The entire time of the superintendent was spent in oversight of schools and visiting the parents of the pupils. The aid offered to teachers was, for the most part, kindly received. Three examinations were held, the superintendent furnishing the questions and inspecting the papers. About one-half of the teachers did the work of the Ohio Teachers' Reading Circle. Several educational meetings were held; first, to bring the schools together and cultivate a spirit of harmony; second, to exhibit the methods of different teachers before all, as shown in actual class work; to secure the attendance of the patrons of the schools; and thus enlist their sympathy and coöperation.

At the last general meeting pupils of the different schools who had done the work creditably received certificates signed by the authorities.

Much good evidently was done, though the greater part was not written down in the very favorable tables of figures. This was not yet the township district which some of the "fathers" desired long, and no one knew this better than the Superintendent.

For a second example the following is abstracted from a minute pamphlet containing the course of study in the sub-district schools of Springfield township in Miami county, with some prefatory remarks; all, the work of the superintendent, Dr. C. W. Bennett.

The first essential element in any school is a warm reliable public sentiment in its favor. Cooperation is an important factor in school management.

That the schools of Springfield township are advancing beyond other township systems is because the people take an honest pride in these schools.

The schools are carefully organized, with teachers' meetings held frequently to lay out work and to study methods. Next to the careful selection of the teacher is the organization and classification of the school.

The advantages of a course of study are manifold. It aids a teacher to economize time, to form a program, to arrange for uniform examinations, and to stimulate pupils to attain a thorough knowledge of the branches they pursue and to pass the various grades with credit.

School management in the township is reaching satisfactory ends in a more uniform attendance and a better degree of punctuality.

The course of study provides for five grades, each, after the first, requiring two years. It includes drawing and music.

At the request of the writer Mr. A. B. Graham, Superintendent of Springfield township, Clarke county, contributed a picture of another township, seen from the educational point of view.

During the four years and three months I was with Springfield township there were twelve members of the board of education; a few of these represented the long ago, the rest stood for progress.

There were nineteen teachers, and a teachers' meeting was held on the third Saturday of each month. At these meetings educational topics nearest to our work were discussed, and some of the standard texts were studied. Each of the twelve school libraries contained the books needed.

The examinations of pupils were held twice a year. Each pupil had been given a monthly estimate of his work. At the close of the year each pupil was placed where the combined best judgment of his teacher and myself directed, the question being, where would he do the most for himself?

My time was given wholly to supervision. I was in each room about twice each month. These visits were not announced. Much use was made of the mimeograph in preparing matter for the teachers which had been suggested by what I saw and heard on my rounds. A summarized report of the school was made to each family of the township at the close of each month.

For two years pupils in two of our smallest schools were transported in very comfortable wagons, constructed on purpose for such work, which were owned by the township. Each wagon had sufficient capacity for twenty children. The number in each building to which they were transported so increased that the old way was returned to. There is, however, a growing sentiment against supporting the very smallest schools.

During the past two years clubs in elementary agriculture have been organized. I was not aware of the fact at the time of organization, February, 1903, that this was the first work of its kind ever done in Ohio. In this club there were seventy-five boys and girls. The boys began by experimenting to determine which of four kinds of corn was the best, and under what conditions it was best. The girls have been trying to determine what garden vegetables are best adapted to their soils. Both boys and girls are learning the names and habits of common field plants and insects. Some work has been done on plant foods and soil formation. Soils have been tested to determine whether or not there is acid or alkali. The work of clover in restoring nitrogen to the soil has been taken up.

In beautifying school grounds and homes a great deal has been done. On the twelve school grounds nearly two thousand tulips, hyacinths and daffodils have been planted. These presented a beautiful sight last spring. Over two hundred snowball bushes, lilacs, japonicas, sweet clove, roses (bush and climbing), and a few other hardy shrubs have been planted. About seventy-five trees have been set out.

Last spring over forty-five hundred hardy roses, geraniums, ferns, chrysanthemums and pansies were sold in the schools for improving the home yards. This fall I have already distributed about two thousand bulbs — tulips, hyacinths, daffodils, narcissus and Chinese sacred lilies — for planting at home.

Each building has at least eight beautiful pictures, handsomely framed. No school but one or two is without an organ.

Each house has a library of two hundred books in a pretty case. There are over one thousand circulating supplementary texts on reading, history, geography and arithmetic, beside what is in each library. The school libraries are all alike, not only in number, but in titles. The required books of the Ohio Pupils' Reading Circle are in each case.

A full set of dry and liquid measures is to be found in each school. A weekly newspaper is subscribed for by the board for each school. The Pathfinder gives us a special nine month school subscription.

For this year a series of evening lectures has been arranged to be paid for out of the public funds.

The corn, maps of gardens, collections of insects, different varieties of soils, colored lithographs of common birds, mounted specimens of field plants and common woods were exhibited at a mid-winter Farmers' Institute, where our boys were represented on the program. One boy fifteen years old read a paper on Corn; one fourteen years old read a paper on the Economic Value of Birds.

Our libraries not only contain something for the boys and girls, but something for their fathers and mothers and the older brothers and sisters.

Night meetings are held at the schoolhouses to discuss subjects of general interest; also union closing exercises and township commencements to bring people to one place that they may become a unit in interest.

We have had three educational excursions to try to push back the horizon a little. Three years ago we went to the State University and spent a day; last year about fifty of our pupils (seventh and eighth grades) were taken to the Capitol to see the legislature in its work. The Supreme Court was looked in upon. A visit was made to each of the principal offices, and the principal things done there were explained to the young visitors. The State Library and the relic room were visited, of course. Last Friday seventy-five visited the National Cash Register at Dayton, where many new things were learned, especially about beautifying homes with flowers and shrubbery.

A music teacher has been employed, and drawing has recently been placed in the schools for an exercise once a week.

Four years ago five pupils from Springfield township were in the Springfield High School (Springfield is in the center of the township). To-day there are twenty-six attending this High School.

We have now a scale of wages ranging from \$45 to \$60 — \$45 for a beginner; one year's experience, \$50; two, \$55; three or more, \$60 per month. The music teacher is paid \$55 per month for three days each week.

The work which, I trust, in no vein of undue egotism, has been here described, proceeded gradually and, with the steady support of the Board of Education, easily; and one would think it possible very generally among the townships of Ohio to repeat its essential features.

A step forward in township organization was taken when what is known as the Workman law was passed; not the long stride the school men would have had taken, but still one of sensible length for the legislators, held back by the clog of an undue sensitiveness to the claims of home rule, or, speaking largely, the autonomy of the sub-district.

Instead of three directors, whose clerks with the township clerk should constitute the board of education, each township still divided into sub-districts — that is, the great mass of the townships — had a board comprising the township clerk and one director from each sub-district. It can not be said that this director took the full place of the three whom he supplanted, for it was not the

intention that he should choose the teacher for his school. In practice, no doubt, the custom tended that way.

The township board under this law is a full-fledged board of education. The law went into effect in April, 1893. The opposition said it was taking away the people's divine right of managing their own affairs; that in causing a uniformity of wages it would bring about a reduction of wages, none too high at the highest; that it would lead to superintendents, grading and central schools of a higher grade. Its friends said that, barring the reduction of wages, they hoped it would have these very effects, and the Commissioner gave his best energy to learning what the results of the law were, in every direction, and behind that breastwork made a sturdy defense.

Another Sabbath day's journey along the road which had been traversed by the cities and towns was traveled in 1892. It was called the Boxwell law. Its gist was an examination, conducted by the county board of examiners, to which might come pupils from the sub-districts and the special districts. It was to be "of such a character as shall enable the successful applicants to enter any high school in the county," or, rather, as shall test their qualifications therefor.

To call public attention to the results and thereby stimulate other pupils to better effort a township commencement was devised, at which the pupils who had "passed" the examination read essays or spoke declamations, and listened to an "annual address provided by the board of county examiners," and then received diplomas. With the usual tenderness the law permitted the board of education of a township from which a given pupil bearing off his diploma came, to pay his tuition at the high school.

The chief good aimed at by those who framed these laws was, of course, to systematize, and therefore make more efficient the rural schools. The latter, at both extremities, was permissive; "each board of examiners shall have power," as well as "the tuition of such applicant may be paid." Some boards of examiners are leaders of the car of progress, others are an effective clog upon its wheels. But, through thick and thin, something good came of it, and in 1896 it was reported that since the act was declared in force the number of applicants for these diplomas, by the route of a longer attendance at school and a closer attention to study, was 21,568, and 11,341 of these were successful. There seems to be no record of the number who clambered on up into the high schools.

In 1898 there was a new invention, a "sub-director." Two sub-directors were elected in each sub-district, and these, with the board member representing the given sub-district, had for their office the election of their teacher, but such election, to be valid, must be confirmed by the board of education.

In 1904, in the general codification of the school laws, the township district was established, nearly of the fashion long hoped for. The power to suspend or abolish one or all of the sub-districts, providing conveyance of the pupils when necessary to one or more central schools: "When transportation of pupils is provided for the conveyance must pass within at least (at farthest?) the distance of one-half mile from the respective residence of all pupils, except when such residences are situated more than one-half of a mile from the public road;

but boards of education shall not be required to provide transportation for pupils living less than one-half of a mile from the schoolhouse."

This appears a reasonable solution of the matter of the doing away with the very small schools in one township, of the complete centralization of the schools in another.

But the sub-district is "recognized" in all township districts the schools of which were not centralized at the time of the passage of this act, for in each such bit of territory "one competent person" "to be styled director" shall be elected. He takes charge of the school property, has an eye to needed repairs, provides fuel — reporting the cost thereof to the board of education — and last, he takes the school enumeration.

The working of this code is, of course, mainly a thing of the future, but before it was enacted progress was slowly making in the lines it is intended to foster.

That the current is flowing is shown by two statements. The first is from the Commissioner's report for 1902: "Reports filed in the office indicate that forty-five townships are at present centralized, in the following counties." The counties are named. Most of them are in the northern half of the State. A paper published in November, 1904, *Educational Monthly*, gives the names and the field of operations of two hundred thirty-two township superintendents.

CHAPTER XVIII

GRADED SCHOOLS—(1)

GRADED SCHOOLS—(1)

IF the gentle reader has ever taught school he might go, in fancy, into a room where are collected from 40 to 50 children, varying in age from six minus to sixteen plus; the youngest in possession of no ability to interpret in the light of anything they know a printed or written word; the oldest, with ambitions reaching toward higher arithmetic, history, grammar, and possibly Latin and algebra. The teacher, for this is to be a school, may give attention, severally, to all these youth. Each of those who can read a little must have a bit of geography; others must add grammar; all must have spelling and arithmetic. These are the intermediates, so to name them, there are, besides, the oldest and the youngest, with their individual needs. The time of the unfortunate teacher must be divided daily into from one to two hundred parts to give this individual instruction. To avoid doing the impossible, he searches diligently into the mental status of each, and finds that they may be aggregated into groups of somewhat near the same attainments, and a certain lesson may be given to a number at a time more readily and commonly with more life and success than when the game is solitaire. Acting with tact and diligence, the master, after a time, has wrought a change and his time is now divided into twenty to thirty parts. He has classified his school, and in such conditions as these young people beyond number have acquired the rudiments of education; thousands have had an impulse toward knowledge and culture, whose result was educated men and women.

But suppose that only a short walk from this school there is a similar one, and the privilege is granted to teachers to exchange pupils. It is easily seen, without detailing the story, that one teacher relieved from the pupils studying grammar, higher arithmetic and so on could take in their places the other teacher's pupils in the two R's and breaking ground upon the third, without any class being unduly large, and greatly reducing the number of her classes — consequently, more time to a class.

Will the unprofessional teacher bring into reach two more, and two more, such schools, and let this process of exchange continue? Not all good things will attend it, but the work of each teacher is now to be done within limits possible to reach; and if there is an art of dealing with the beginner, she has a chance to add to her innate abilities, and thereby to her skill as a teacher, by learning it. And so, varying somewhat in the quality of it, it will be with each year's work and the teacher thereof. But, as it has been intimated before in these pages, human nature is always to be reckoned with, and the above process would not properly work itself out if left to the independent action of the eight teachers. It must not be eight schools, but one school, one "Union School," with one superior; and there will be certain advantages come from it if the entire school is gathered into one house; but whether it be in one, two,

or eight, it is a *graded school*; and this name it would properly bear if, instead of reaching eight in its evolution, it should stop at six, or five, or four.

The "superior power" may have a name selected by the taste of the period, as interpreted by the law-makers. It is board of education, directors, trustees, town council. As an accredited agent of the board in the school one of the teachers is selected. He or she may be called principal. If the thing described may come to pass in the one-half of a town, so may it in the other half; or, for example, let there be three or five, for the luck that lurks in odd numbers.

It would be no cause for wonder if there were a few pupils in the highest class in each of those school houses who would be glad of an opportunity to continue their book education beyond the goal fixed years before by the board. This excellent thought may have been planted by one of the teachers, a real teacher, and it may, like the strawberry, have sent out runners — or some citizen of knowledge and culture may have dropped the blessed seed.

But the cost would probably hinder the placing of a teacher for this work in each building. The same plan pursued before brings all the pupils of this mind into one place, and lo! a high school; at least, a higher school. If the town or city grow in population there comes an assistant to the high school, and another, and another; and after a while a teacher has but one line of work and is budding into a specialist, with the advantages and the setbacks which grow out of it.

While this general evolving was in progress the number of those divisions of the town and of the school has increased, the general scope of instruction is much wider, the need of some one who is an expert in these complex matters is more urgent, the board of education are not experts, nor have they commonly the time or the inclination to devote their lives to gratuitous service, and from this predicament a superintendent frees them, or is expected so to do.

This is the short and easy "theory" — it is the plain, unvarnished truth — but it comes a whole lifetime from being the whole truth. An effort will follow to expand it by giving the "practice."

In whose mind, or in what city, town or country district the notion first found favor practically to take hold of the grading problem and work it out will not, for the most excellent of reasons, be affirmed in these pages. That there was a school system in Cincinnati at a very early date is one of those things which give a grateful footing to the traveler through the course of human events, a fact. Dissatisfied with the possibilities of the general school law of 1825, the friends of education, at a time when amendments were making to the city charter, took advantage of the opportunity and secured the passage of a statute, 1829, which gave the schools of the city of Cincinnati an independent organization which empowered the City Council to levy special taxes for building school-houses and supporting schools. Something of more force than the law alluded to was needed: "Not only were the schools opposed by the heavy tax-payers and the proprietors of private academies, but they were neglected by the people for whose benefit they were set on foot, upon the ground that they were 'charity' or 'poor' schools."

But the special statute did not make straight the path for the oncoming pride of Cincinnati. The trustees could call, not spirits from the vasty deep, but sufficient funds from the City Council, and Hotspur's doubting question would be apt. And it is recorded that even so late as 1831 some of the schools were in the basements of houses, amid stagnant water, and subject to all the inconveniences of a disregard of all the most vital principles of hygiene. And further, that from 1829 to 1832 very little attention was paid to the common schools of the city, and it was feared that the public had lost all interest in regard to them, even though, that all life and gayety might not desert "the civic inauguration of the march of education," "the keen compilers of educational manuals perceived their chance, and a war of spelling books and dictionaries and geographies arose." It does not greatly surprise the reader to learn that in 1836, while two thousand four hundred pupils were assembled in daily attendance, under the instruction of forty-three teachers, "no uniformity of *grading* or classification had yet been reached." But these clouds about the sunrise passed off and full confident day broke.

As has been elsewhere noted, the law of 1838 permitted the division of an incorporated town, city or borough into sub-districts, these, it is to be inferred, to remain in charge of the original directors who make the division, and their successors. "And they may establish schools of different *grades*," and so following. The trustees of the townships, with the consent of the school directors of the town district, may attach to it adjacent territory. This is a graded school in embryo.

In the Akron law of 1847, it will be remembered, it was made the duty of the board to establish six or more primary schools and a central grammar school; and the law of 1849 made it the duty of the board of education of any district to which the act applied, in case the electors of the district should by vote adopt the act, to establish an adequate number of schools for the teaching of the rudiments, and its further duty to establish a suitable number of other schools of a higher grade or grades, and it was left with the board to decide what branches shall be taught in each and all of said schools.

Graded schools were thus made optional in incorporated cities and towns, and in any incorporated village, which, with the territory annexed for school purposes, contained at least two hundred inhabitants, provided that some special law was not already in force.

By the general law of 1853 township boards of education were empowered to establish central or high schools under their immediate charge; and the board of education in any city or incorporated village was given the same powers that were conferred upon township boards; that is, the right to organize graded and high schools was conferred upon each of these boards without resort to an election by the people. Other boards were left to the special laws under which they were organized.

The general act of 1873 annulled all previous laws except the one of the color line, and authorized any board of education to establish "one or more schools of higher grade than the primary schools." It sanctions also the appointment of a superintendent and assistant superintendents of the schools. It should be noted

that neither the law of 1849 nor any general law under which separate districts were organized, contained any provision expressly authorizing the employment of superintendents or supervising principals. Many boards of education employed them because supervision is believed to be one of the essential conditions of success in any enterprise which calls for the concentrated labor of many hands or of many minds.

There is solid legal ground, therefore, for a board of education to stand on while it builds its system of schools, elementary, higher and high, and places over them a Superintendent; or, if this work is *ab origine*, it were well to take the last named step first.

The growth of the township schools from one to another of these several stations has been treated elsewhere. The cities and towns followed the lead of Akron, and in 1851 about seventy had established free graded schools, most of them by the adoption of the law of 1849. This was a portion of the gospel preached by Lorin Andrews and other educational evangelists, and their reports contain many notes of triumph over additions to the growing list. In the chapter on Early Schools there are at least a few examples instanced of schools outgrowing their nonage and putting on the toga.

It would be impracticable, even were it demanded by the conditions the writer is endeavoring to meet, to trace this growth from city to city, but a little local color again may enliven a very plain tale.

1. The place is Eaton; the time, 1859; the law, that of 1849; the superintendent, David M. Morrow, grandson of an Ohio governor; an additional building needed and a tantalizing prospect of one in the mind's eye of the superintendent, who was directed by the board of education "to devote two days of each month for the purpose of classification," and who found it, by his own admission, productive of "much weariness of the flesh;" course of study, the common branches "and a few of the higher." The highest department was growing into a high school from 1850 to 1872; at the latter date it was fully recognized as such. In the progress of the system a *permanent superintendency* was attained in 1867. Previous to this time, though generally entitled superintendent, the principal teacher gave the greater portion of his school hours to teaching.

2. "In the winter of 1850-'51 the Elyria Union School started on its career by securing the services of Jason B. Canfield as superintendent, at a salary of \$30 per month, with two female assistants, with a compensation of \$4 per week. This is a steady little sidelight upon the picture of a superintendent a half-century ago. No scale is available to weigh or measure the man, but the salary had a healthy growth and in twenty-three years reached \$2,000. There is nothing to show whether the distinction was continued between "salary" and "compensation." The graded school and the high school were evolved duly and successfully.

3. The town of Ironton took a vote upon the adoption of the law of 1849 within the two years after the passage of the law; thirty-seven years, one day. The new board of education appointed Charles Kingbury "principal," which position he held and fully filled till 1865. At his death, soon after the close of

his career in the schools, the citizens gave their appreciation of his service the material form of a handsome monument.

He had competent successors in charge of the schools. At one time in the history of the high school the experiment of doing without a principal was tried, the superintendent taking over, to some extent, a principal's duties. The issue was not satisfactory.

One function of a superintendent — and of a teacher — was early apprehended. Among the first resolutions put on record by the board was one requiring the teachers "to spend a portion of each Saturday together to compare methods of teaching, and counsel with each other and the superintendent as to their work." Experience improved the plan, but it was good to begin.

4. The record runs that about this time — 1868 — Mr. Ephraim Miller, who had taken charge of the Findlay schools in 1865; had devoted his time to teaching in the high school, giving very little to supervision; "made the first attempt at a system of grading, which consisted of a course of study below the high school extending through seven years." It thus appears that there is no method of forecasting in what order the three stages of progress named so frequently will appear — which is the blade, which is the ear, and which the full corn. A touch not before given this picture is added by the following: A superintendent "began by giving all the schools a thorough examination to determine the exact degree of advancement of each pupil. He found that a great many pupils were in grades for which they were totally unfitted, but he put each one where he belonged, notwithstanding what he or she might think of it. Wounded pride naturally played its part in creating dissatisfaction, but gradually parents and pupils fell in with the new regime and accepted the situation." Of sterner stuff there is none for Ambition to be made of.

At a date not given, a number of pupils in the high school who were pursuing the common branches as a preparation for teaching them were organized into a Normal department, and here is seen another thread in the woof of a graded school. This normal class, however, was soon merged into the A grammar grade, where, in addition to their review work, they had special instruction in orthography, and once a week they heard the superintendent lecture on the theory and practice of teaching. A considerable number of teachers received all their formal training in this department.

5. The schools of Ripley were first graded in the fall of 1853, and the assigning of pupils to the particular grades for which they were qualified instilled such life and energy into the schools that the attendance was more than doubled the first year. One brief chapter of experience would make the union graded school system popular even if it stood alone. This year demonstrated the fact that a union school could be conducted with half the expense of an unclassified school. Just how so heavy a reduction of outlay was brought about is not told, but the general voice said that the change was attended by two good things, efficiency and true economy. The superintendent was undoubtedly a man of rare ability as an executive, but after serving this people one and one-half years he resigned. The record looks into the troubled future and concludes: "He afterwards became famous during the war as a quarter-master."

This relation would not be complete without showing what it might enter into the heart of man to conceive of as a course of study for a high school. For brevity's sake only the last two years are given:

Third Year: Solid Geometry, Cæsar, Chemistry, Rhetoric, Plane and Spherical Trigonometry, Greek, Mensuration, Surveying, Virgil, Logic, Astronomy, Meteorology.

Fourth Year: Analytical Geometry, Virgil, Geology, Xenophon's Anabasis, Differential Calculus, Integral Calculus, Livy, Moral Science, Political Economy, Mental Philosophy, Evidences of Christianity, Butler's Analogy, Conchology.

Vocal Music, Composition and Declamation throughout the whole course.

How times have come about! After the colleges of the State were officially visited perhaps the graduates of some of them were admitted to this course on their diplomas. The historian of 1876, casting a retrospective eye upon the list here given, with the two years that led the way, remarked: "It will be observed that the persons who devised and adopted the above curriculum had high hopes for the Union Schools. * * * In several respects it is much more extensive than our present curriculum." The writer of this admission speaks a truth of general application, and his saying it will suffice for the State: "The Commencement exercises are always a season of delight, not only to the pupils, but also to the citizens generally. The spacious hall is always crowded to overflowing with the best people of the town to do honor to the occasion."

6. Something of another tint is furnished in this, bearing date 1851: "The school under the supervision of Mr. George L. Mills, known as 'School District No. 3,' in the town of Mansfield, is still in a healthy and prosperous condition. It is organized in four departments, in regular gradation, from the primary to the high school; the principal of the highest department having the supervision of the school." Here is gradation, topped out by a high school where Greek, Latin, algebra, geometry, chemistry, botany and other branches were taught, preceding "Union;" and, what appears like the meeting of extremes, it was still in the semi-subscription epoch: "During the winter term, while the school was sustained wholly by public funds, the number enrolled was 233. In the summer term the school was supported by tuition fees, and the number of pupils was 113. The other schools were well reported, three of them having each a male principal and a female assistant. The tale of sub-districts in the town was, therefore, five at least. They were unified in 1853 under the act of 1853, according to the table of graded schools in the report of the Secretary of State.

This report gives statistics of fifty-two Union Schools. Cincinnati is not included, though the schools were united under one board, had a high school — the Central — under a special act of 1846, and a superintendent, Nathan Guilford, elected by the board of visitors, under a special law. Canton is not named, though the schools were organized under the act of 1849, and were graded and in charge of their first superintendent, but the high school was yet in the future, 1854.

In Commissioner Barney's report for 1854 there is material for an interesting section in this chapter. The City Council of Cleveland had passed an ordinance to amend former ordinances for the better regulation of the public schools of the

city. Its authority in the premises was a special act of 1838. The general law of that year was evidently not broad and liberal enough, and this was not the last legislation which this municipality sought in the same spirit.

The ordinance above created a board of education in place of the board of managers; conferred upon the secretary of the board the duties and powers formerly exercised by the acting manager, and provided for the appointment of a superintendent of instruction and a board of visitors.

This last named body is an excellent addition to a city school system. The writer was connected with the public schools of the city of Natchez, Miss., a few years subsequent to the time of these events in Cleveland. The city system was complete in every part, as those things are now conceived of, except kindergartens and a normal class. The board of visitors stood for the public. At its head, some gentleman noted for culture, sense and executive power. Every class and every school-room was examined by a committee of this board, and a printed report was made to the public, that paid the taxes. The Cleveland visitors were credited with discharging their duties with commendable fidelity. Dr. E. E. White speaks somewhere with satisfaction of having taught in Cleveland under the inspection of such a committee. There is a pinch of pedagogy in the board's report. It speaks of the *word* method of teaching beginners to read as "used with good success," but, cautiously, "as it is yet with us an experiment, we care not to give it our unqualified approval."

This first board appointed Andrew Freese A. M. Superintendent. His first account of the things needing cure and the remedies applied suggest very clearly the function of a superintendent of schools. A few sentences fitly spoken: "The most effectual means used to diminish tardiness were of that class which stimulates to voluntary well doing."—A report lies in sight wherein the reporter says: "We have no tardiness. We lock the door."—"We should certainly have some less use for the jail, which has been pronounced an 'ornament to the city,' were the schoolhouses equal to it in appearance and as well adapted to their use. A noble and elegant schoolhouse is, in itself, a perpetual teacher." "A child placed in the way of *performing* one good and virtuous act is benefitted far more than he would be by listening to many lectures involving the principle."

In the preceding pages there is an exhibit representing the rise and progress of the graded school in Ohio; the permissive legislation that blazed the trees,—or, as that figure is obsolescent, so far from the pioneers,—that went before with beckoning hand; the rapidly increasing spread of the idea in cities and towns after the educational revival, and its slow march into the townships. In the latter its triumph is a thing of promise; in the former the graded school is so nearly universal that it is a fair inference that the given city district or village district contains such a school, though in their bodying forth of the true ideal, there are many stages of approximation.

But in virtually all the larger districts the schools are graded, and there is a high school, and in charge of all is a "teacher," as the latest law denominates or dignifies him, though known to the reports by that elastic title, "superintendent," and among the local public by that very foolish one, "professor."

An attempt will be made to show in outline the present day graded school with at least a part of the things suggested by the term but not yet named in this chapter, which will now give its conclusion weight with a liberal taking on of figures, not of speech, though they often talk, and loudly, "but the ten Arab signs."

The report of the School Commissioner for 1903 presents the number of city districts, 71; village and special, 1,050; township, 1,133; subdivisions in township districts, 11,016.

Number of school houses: Township districts, elementary, 10,964; high, 110; separate districts, elementary, 1,825; high, 216.

Total value of school property, \$50,006,648.

Total number of teachers, 24,081.

Total enrollment of pupils, 829,620.

Number of persons attending colleges and universities.....	8,555
Pupils enrolled in private schools.....	34,288
State institutions	4,488
Schools for deaf children — common schools.....	654
Total	877,605

Number of high schools —

Township districts	165
Separate districts	621

Number of superintendents giving one-half or more of their time to supervision—

Township districts	33
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Average cost of tuition per pupil on the total enrollment —

Township districts —

Elementary	\$8 89
High.....	20 98

Separate districts —

Elementary.....	\$10 33
High.....	21 61

CHAPTER XIX

GRADED SCHOOLS—(2)

GRADED SCHOOLS—(2)

THE logical result, the capsheaf of a system of efficient graded schools, is the high school. The argument of Judge Pillars, given in the chapter entitled "Supervision—the Commissioners," is an interesting and convincing discussion of the duplex proposition. It leads to the conclusion that a public high school in Ohio would once have been an illegal institution, but that a basis of law was built under it, by the school legislation of 1853, firm enough to bear a structure as high as the people of the district wish to build it.

For a number of years, the debate ran on over the legality, and likewise over the expediency, of such a grade.

The State Commissioner whose term had recently expired had taken up a decidedly adverse position upon the second point; a position, the successful defence of which would be very injurious to the high school, if not fatal. It would be an ill which could not be cured by statute as the other could; or, at worst, by a constitutional amendment.

The Commissioner had affirmed that, "the high school does not offer a liberal education to the poor. To the poor the high school is like the fountain of Tantalus, a mirage that mocks their thirst. * * * It is a doubtful good when the high school educates beyond the condition of any who receive its instruction. * * *

Three-fifths of those persons who graduate from the high schools of the State are girls. They may make better wives, mothers, shop-girls or teachers because of their high school attendance, but this is questionable."

One claim often urged by those who denied the efficiency of the high schools of the State was based upon what appeared in their ciphering the exceedingly small percentage of pupils who reach the high school.

It is surely matter of regret that so many boys and girls do not continue the school course beyond the primary grades, but the public were asked to compare the number of graduates in a given year with the entire enrollment of the school, instead of with one-twelfth of that number; likewise to estimate the worth of a high school by the number of graduates.

The dispute drew out many speeches, resolutions, articles, and reports, but probably no school was disbanded and probably no school was established, on account of it. Environment reaches in a molding hand to the fashioning of one's opinion upon this question, as upon every other. The personal equation did not restrict its influence to one side. The father of one or two sons or daughters teaching in a high school, or pupils therein, his desire for the well doing of his children very great, and his yearly tax very small, might form a perfectly unbiased opinion on the subject, as a rare triumph of the judicial spirit.

The storm blew over, or calmed down, and the high school, with the faults it inherits and those it acquires,—its strong tendency to rely on the system and

method which characterize a well regulated institution to the discouragement of individual effort — often failing to find the golden mean between supersystem and chaos — its so common exaggeration at the present day of miscalled physical culture in the shape of violent and almost brutal games; its acme of absurdity in boys' and girls' secret societies; is entrenched more strongly than ever in the people's love.

A notion, as incorrect as it is common is that Ohio, as a State supports the prevailing system of high schools. The interest on the irreducible fund and the avails from the State tax will not support even a system of primary schools. The report for 1903 shows that the people as a unit, bound so to do by contracts entered into with the large number of smaller peoples, the school districts, taxed themselves \$2,108,186.70 for the support of schools, while these "smaller peoples," the local districts, taxed themselves, in the aggregate, \$13,045,507.38. The large unit establishes the system, sets a good example by making a liberal contribution, and legalizes the action of the districts in following her example interpreted largely. It is not some great Abstraction that does things, large and small, but the people. They, past and present, are the State. They in the long run, are wise, and generous, and dignified, and far-seeing; their servants often "play fantastic tricks" in the name of government.

SCHOOLS FOR THE DEAF

A humane addition to the school system of Ohio in the recent years is a law providing for the instruction of the deaf in the day schools, in an apartment to themselves and under a trained teacher. In the Commissioner's report for 1902 there is an account of an inspection of these schools, of which there are several in the cities, by the Superintendent of the Institution for the Deaf, a function to which he had been very properly invited by Mr. Bonebrake.

COMPULSORY ATTENDANCE

Seventy years ago a book was published in New York with "The District School" for a title. A chapter on that very old, forever new theme, Parental Duty, has for its motto a quotation from one of the British Quarterlies: "If children provided their own education, and could be sensible of its importance to their happiness, it would be a *want*, and might be left to the natural demand and supply; but as it is provided by the parents, and paid for by those who do not profit by its results, it is a *duty*, and is therefore liable to be neglected."

To the separate phrases of this motto one can scarcely agree but this undeniable statement can be picked from it. The duty of educating the youth of the State can not be apprehended by the youth, is not apprehended by a very large number of parents, and must not be slighted off by the people as a whole. The first law of Nature forbids, and history pointed out an example to follow. Professor Stow's classic report, "classic" in its delightful style, says that "at this early period — 1700 — seminaries were established *expressly* for the education of teachers, and laws were enacted, obliging parents to send their children to

school. Similar laws had been in force among the Puritans of New England, even before that period."

In the office of the Superintendent of Schools in a given city — unless he have graduated into one of his own — sits at his desk, when not on his daily round in the "highways and byways to compel them to come in," a truant officer.

His addition to the "staff" follows from the needs, chiefly, of the cities, and his duties may be touched upon here.

The notion was of slow growth in Ohio, that of compulsion, of securing the attendance at school of a child by means of a penalty hung over the parent; and when that fails, of a stronger hand laid upon the truant and his commitment to a narrower field for his deviations. It seemed once to be an entering of the parental "castle" with a rude imperious summons, or worse, on a meddlesome errand. "If reasons for our boy's not attending school were as plenty as blackberries, we would not give one on compulsion. Reading and writing may not come by Nature, but a father's rights do."

The memory of man readily runneth back a few decades to a time when prominent educators spoke out stoutly against compulsion, but it came, mildly at first, with no terrors for anyone, with loopholes for all sorts and sizes.

But the public's large and solicitous eye looked with concern at the little children, robbed of their birth-right by carelessness, weakness, or greed, toiling in the shops. It regarded with a rising and righteous anger the steady growth of the ranks of the enemies of the republic, recruited from the young "incorrigibles."

The organizations of skilled workmen had their part in the above, and in addition thereto demanded legislation that would keep children out of the line of competition.

The heavy taxpayer could justly deny the right of the State to demand his money to pay for the education of the youth of the State and not be equally imperative in its invitation to the youth of the State to come and be educated. It looked like obtaining money under a false pretence.

And, as was announced, the truant officer came. He bears a commission, the length of which prevents quoting, but he is clothed with police powers; he can serve warrants, enter workshops and factories to obtain information which he may need in the enforcing of the law; he is authorized "to take into custody the person of any youth between eight and fourteen years of age, or between eight and sixteen years of age when not regularly employed or when unable to read and write the English language, who is not attending school." He must institute proceedings against any one violating the law on this subject. He receives reports from teachers, goes to the homes of absentee pupils to inquire as to the cause of absence and to warn delinquent parents, and, if the case calls for it must make complaint in a competent court wherein the said delinquent may be fined, but if the parent prove himself unable to control the boy, the truant officer must make complaint that said boy is a "juvenile disorderly person," and perhaps accompany him to a children's home or an industrial school. The truant officer must look into cases where absence from school is probably

the result of inability on the part of the parent to support the child and send him to school, and he must report the case to the authorities for relief.

These are not all of the duties of a truant officer. He has use for all the qualities, physical and temperamental, that become a man. Whether or not he has the equipment, is determined by trial. The law demands that the teacher who reported the "case" should have a certificate of qualification.

The question whether the compulsory law of 1889, amended 1890, virtually the same as the sections in the present code, be constitutional has been before the Supreme Court of Ohio, and has been answered in the affirmative.

Attention has been asked to the head manager of the schools, and enough has been said and suggested about his duties, his authority, and what manner of man he must be; to the meaning of the high school, its legal foundation; to be inferred is the essentiality to the success of such a school of the principal with his natural gifts and graces, his comprehensive acquirements, his opportunities; to that more recent ally, the embodied connecting link between the unwilling boy and the place where he belongs; between the impotent or the indigent parent and his source of relief.

Some of the questions asked and answered, satisfactorily or otherwise, may be merely stated in passing: whether the main purpose of a high school be to fit young people for college; whether it is well to multiply courses of study or can one be so wisely selected that it will be best for all; is there an equivalent for Greek; is it better to have recess; is the manual training school to become a fixed and general part of the system, and so on with matters of greater moment and of less.

The matter of examinations; how they should be conducted, if had at all, and what are the objects, has long been on the anvil and admits of unlimited hammering. It is not permanently shaped. Thirty-five years ago, in a resolution brought forward by one of the sanest of schoolmasters, Dr. Eli T. Tappan, the State Teachers' Association spoke its mind: "That periodical examinations of pupils are useful and important as an incentive to study and as a means of showing both pupil and teacher the former's progress and relative standing; and the tabulated result of such examinations should be the chief but not the only basis of promotion to higher classes and grades; the pupil's previous deportment, efforts, and other circumstances being also duly considered."

Whether the same body would give this pedagogic utterance a unanimous vote of approval at the present day may be doubted, but its having done so is a fact of history, and it might do it again; "history repeats."

Pertinent to the body of high school doctrine was a high and mighty examination, by letter, of the leading school men during the consulate of Commissioner Smyth. The probe applied was of this form: "Would it not be better greatly to reduce the number of studies and recitations for each day, and give time for longer and more carefully prepared lessons in the branches selected for a given time or term?"

This question was addressed to a number of gentlemen, twenty-five of whom responded, and their replies range from ready acceptance to prompt rejection. Dr. Smyth, however, placed them into three classes: those that

warmly favor a radical change, greatly reducing the number of *leading* daily studies; those admitting the desirableness of a limited change in that direction; those opposed to any change. In the first class were 16; in the second, 6; in the third, 4. It is interesting, among the sixteen, to find W. D. Henkle, E. H. Fairchild, I. J. Allen, D. F. De Wolf; among the six, Edwin Regal, John Hancock, R. W. Stevenson; the four, Lyman Harding, Eli T. Tappan, I. P. Hole, I. W. Andrews. These names in the report, all have some title affixed but their wearers all outgrew them. It may be noted that there is a superintendent of the Cincinnati schools, past, prospective, or present in each class — Allen, Hancock, Harding. For the novelty of it, let a brief quotation from each represent his position and his class.

1. "Every teacher knows the many and vexatious difficulties in the way of securing full concentration of the juvenile mind upon prescribed lessons. Has the teacher ever considered that the course pursued of presenting lessons in the various leading studies in rapid succession is the very cause of this *dispersion* of thought that gives him such vexation and discouragement? Mental power can never be powerfully applied without concentration of its forces. That concentration can never be secured without discipline, training to that end. Such discipline is, therefore, among the highest purposes of juvenile education. Those high purposes cannot be achieved without faithful compliance with intellectual law; and that law is violated by demanding of the undisciplined mind of childhood concentration of thought upon a rapidly changing series of subjects."

2. "Since no one can read even the most interesting book for a whole day without a certain sense of fatigue, would not the minds of children, if confined to a single study, tire, and thus lose all the advantages of a close and pleased attention? In attempting to give depth to the stream of knowledge by this means, is there not a possibility of contracting it within a very narrow channel? * * * The solution of this and all other educational problems must be, in a great measure, determined by experience. The blind conservatism that rejects a thing because it is new, is neither wise nor profitable; and it might be worth while to test the innovation under discussion, by an experiment sufficiently extensive finally to settle its worth."

3. "I regard schools as intellectual gymnasia. Now in physical exercise, it is deemed necessary to develop the whole frame, and for that end a great variety of exercises is introduced, calling into play every part of the body. To select a single exercise and continue it, until the pupil is fully developed in that particular part of the body, would be as wise as to select a single study, occupy the time and attention of the pupil with that, until he is thoroughly master of it. Besides, by a variety of studies, within the proper limits, the interest of the pupil is awakened and kept alive."

This disagreement of the doctors left the people large freedom.

It may aid the writer's plan, and add something to the general reader's conception of a system of city schools in its most evolved and complete form, to tear a leaf here and there from the "sources" *in situ*, and place them here, as the geologist breaks off and brings home his specimens.

While the high school was settling into a firm architectural upper story to the school system, the kindergarten was quietly building below. The following brief exposition is from the latest manual of the Cleveland schools:

The Kindergarten programme, following the ideas of Fröbel's *Mother Play Book*, is based upon the seasonal year and upon man's activities. These ideas are grouped about the child's direct interests as reflected in the community life that surrounds him. So, as a starting point, the family idea first claims the child's thought as, when he enters the Kindergarten, it is his nearest point of contact. The family thought is presented in its universal aspect. Beginning with his own family the child is led to group into families the world of men and nature, so he grasps the idea of organic life and the community life about him. By learning of the bird family as well as of the human family, he feels his kinship with life in many forms and so, through picture, song, story, game, Gift and Occupation these impressions are made vivid and clear.

The world of labor is next presented to the child through the ideas of agriculture and the trades as found in the avocations of the farmer, the baker, the carpenter, the blacksmith and the shoemaker. By picture, story, song, game and handwork the child reflects in his play these typical activities.

The child's relation to the state and civic life is next shown in the patriotic games and songs indicated by the "Mother Play of the Knights," which presents the idea of chivalry to the child embodied in poetic form. This idea is illustrated in the patriotic observance of Washington's birthday and the stories told of brave heroes everywhere.

From the child's relation to the state, his next progression is found in his introduction to the world universal where, through the forces of nature, the earth, the water, the light, he is led to recognize the idea of the creative power back of all outward manifestation and so the thought of the Fatherhood of God is reached through a series of steps which, presented in simple form, help the child to find himself in his life relation with nature and man.

So in his play is he a world-builder, and, as Fröbel believed, that the life of the child follows in parallel lines the life of the race, childhood thus reproduces, through creative play, the race progress.

Such a manual as this is an illustration of the growth of public school education in Ohio, with its courses of study of all the grades, from the Kindergarten just left, to and through the Normal School, and including a course of manual training; and its syllabus, running with the grades, is a practical treatise, a body of field notes, on the science and art of teaching.

For an illustration of the method of a syllabus in directing the study of reading, the line of school work in which the most remarkable progress in all the best schools has been made in recent years from the stagnation of the years before, here follows a page from the Cincinnati Manual. It is for the eighth grade. Spelling, grammar, language and composition are included with reading under the general head of English.

READING

Twenty selections from either the Seventh or the Eighth Reader, including the *Deserted Village*, *Gray's Elegy*, and *Rip Van Winkle*. Omit in the Seventh Reader the lessons selected for the Seventh Grade. The supplementary reading should include *Snow-Bound*, and either *Julius Caesar* or selections from the *Sketch Book*.

MEMORIZE: *Thanatopsis* (first and last stanzas). *Breathes there the man with soul so dead?* Scott. *Thou, too sail on, O Ship of State!* Longfellow. *The Chambered Nau-*

tilus, Holmes. What Constitutes a State? Jones. Extract from Snow-Bound (ten or fifteen verses). Extract from Deserted Village (ten or fifteen verses). There is a tide in the affairs of men. Shakespeare. Preamble of the Constitution.

The following also are recommended: The Present Crisis, Lowell, (selected stanzas). The Quality of Mercy, Shakespeare. Extract from Gray's Elegy (two or three stanzas). Books, Venable. The Teacher's Dream, to be read at the close of the year to the pupils. The Founders of Ohio. The last three poems and others, by our own poet-teacher, are deserving of attention.

In addition to the above, some inspiring book on character such as Smiles' Self-Help, should be read and discussed by the pupils in morning exercises or in reading periods.

As pupils advance in the grades, they read so much, their voices become so changed, and the diffidence of adolescence becomes so marked, that it is necessary to give increasing emphasis to the art of reading. Oral expression should have attention in at least one period a week. The instructions on the "Principles of Good Reading" in the appendix to the Reader should be given consideration and should be applied to the lessons selected for drill.

Four lessons for this purpose in the Eighth Reader are: The Charge of the Light Brigade, Herve Riel, Waterloo, Julius Cæsar. Use also Lincoln's Gettysburg Address, in the Sixth Reader, and selections for memorizing.

First. The study of such lessons should include pronunciation and meaning of new words, the interpretation of the thought, the spirit or purpose of the selection — leading the pupil to understand and appreciate it. This will include the paraphrasing of the lesson by the pupils.

Second. The oral reading of very short portions at a time, in as expressive a manner as possible, with sympathetic attention to those qualities of good reading that are enumerated in the "Principles of Good Reading," referred to above.

Third. The recitation, if only of two sentences, from the front of the room, with special attention to position, articulation, and earnestness. It is difficult for the pupil to keep his eyes upon his audience in an easy, unembarrassed way, and not seem self-conscious or over-confident; but if directness and earnestness are insisted upon, there will soon be real progress. The two extremes to be guarded against are the self-consciousness that leads to artificiality, and the monotony of indifference.

The habit of speaking directly to the class, to their eyes as well as their ears, frequently in connection with the history, geography, and other topical work, will do much to secure an interesting and pleasant conversational manner. The reading should have this aim.

Exercises should be given at each drill period in deep breathing and vocalization, — exhaling with the vowel sounds in a pure tone of voice, etc. Give attention to the cultivation of a pleasant voice, avoiding nasality and affectation. The syllabus on Physical Training gives exercises in breathing.

Energetic drills should be given upon the consonant sounds, — giving first the letter, then its sound, then a word beginning with the sound, the sound three or four times, and again the word. These are intended to secure firmness and distinctness of enunciation, and should be done with strong muscular effort. Use also sentences and rhymes that afford difficulty in articulation, and sentences that call for volume and carrying power; as, "Forward, the Light Brigade," etc.

If all the above is done in a very simple and earnest manner, it will add greatly to the enjoyment and profit of the reading period, and will also add to the appreciation of the content and spirit of the selections read. This detailed study can not be given to many selections, but in all the supplementary reading the work should be done with sufficient leisure to secure both understanding and appreciation of what is read. In the reading of descriptive selections, as Deserted Village, the Elegy, and Snow-Bound, the pupils should form mental pictures of the scenes and describe them, and mental portraits of the characters.

The Cincinnati Teachers' Institute has a large number of successful annual sessions behind it, and, in prospect, many more. Its financial basis is \$400 a year, allowed by the board of education, to pay for instruction, while the salaries of the teachers are paid as for a week of school.

There are three voluntary organizations of teachers. The Cincinnati Teachers' Club, numbering five hundred members, the Mathesis, an organization of women, and the Schoolmasters' Club. Six hundred teachers are members of the Ohio Teachers' Reading Circle, and large classes are doing work under professors of the University of Cincinnati. Things are moving toward Manual Training and Kindergartens.

With great propriety Toledo may be interviewed upon manual training. "Toledo has been a pioneer in public school manual training. Twenty years ago next March, by resolution of the Common Council, a public manual training high school was established in Toledo. Since that time the department has been maintained with ever increasing efficiency, and has been extended until now it provides for training in expression along manual lines from the time pupils enter the kindergarten at four years of age until they graduate from the high school fourteen years later.

"All branches taught in the elementary schools are classified into four general departments or divisions: language, civics, mathematics and manual culture. Language comprises reading, spelling, grammar and general culture. Civics includes geography, history and civil government. Mathematics includes arithmetic and algebra. Manual culture includes manual training, music, drawing, writing, physical training and miscellaneous exercises. Therefore manual training is provided for in the regular school program without in any way interfering with the so-called essential subjects or with the subjects that are not in the same department with it. On manual training days there is no work given in the other manual culture subjects. Pupils take manual training instead.

"Instruction in shopwork and cooking is given to the seventh and eighth grade pupils in centers provided for that purpose. This instruction is given to the boys in the carpenter shops by three men teachers and to the girls in the kitchens by three women teachers. Sixty grammar schools have been assigned to this work for the current school year.

* * * *

"Probably no superiority over other cities can be claimed for Toledo's kindergarten department, unless it be the fact that its advantages are offered to all four and five year old children of the city alike. No elementary school is without its kindergarten, and, with the exception of four school districts, two sessions are held daily, one division attending in the morning, and the other in the afternoon.

* * * *

"Manual training in the first four grades goes hand in hand with the drawing, and is under the supervision of the art director. On one day in each week

the drawing, music and writing are omitted, and the time usually given to these subjects is devoted to the manual training work.

* * * *

"During the last year in the elementary schools careful consideration is given to the classification of food and its uses in the body, cooking and baking are undertaken on a more elaborate scale, and the canning and preserving of vegetables and fruits is scientifically pursued. The economical phases of household duties are studied minutely and invalid cookery is introduced.

* * * *

"The manual training high school, known as the Toledo University, offers four courses in manual training: the mechanics arts and architectural arts courses for young men, and the domestic science and art courses for young women."

The realm of nature is being yet farther invaded by school gardening. In one school, so the record runs, "flower beds were laid out, vines planted, lily ponds dug, and fifty-nine window boxes made and filled." The care of these things except in vacation, devolved upon the children. It would seem that priceless results, not to the flowers but to the florists, would come of it.

A glance at what is doing more and less in Ohio in the vital work of developing teachers, so that in the time coming their art may be more nearly worthy of the material it deals with and aims to fashion, will be borrowed from the Columbus district; and first, a general statement from the superintendent:

"In a list of five hundred teachers it cannot be expected that all will be equally interested in their work or show the same professional zeal. No one can fully understand the spirit that prompts each, or the personal difficulties with which each must contend. We can only speak of the body as a whole. There are always some who fall short of what is expected of them and others who always overreach their strength; the former need prodding, while the later need encouragement and restraint.

"Our teachers as a body have always shown a fine professional spirit and are thoroughly interested in every good work and word. This is shown by their organized efforts. Once a month a volunteer class of from ninety to one hundred meets on Saturday mornings for instruction in art and its development; twice a month from sixty to one hundred meet on Tuesday evenings to study education, literature, and science; once a month a joint session of the county and city associations is held to hear leading educators of the country; once a month the principals meet of their own accord to spend a Saturday morning in the study of their special needs; once a month the organized grade associations meet for the same purpose. All of these meetings are well attended and are separate and apart from the regular and called meetings of the Superintendent and supervisors. * * *

"Since 1890 we have held our City Institutes either in connection with Franklin County alternating monthly meetings with county committee. We have also considered the Central Ohio Teachers' Association as a part of our institute and paid our membership fees accordingly."

CONSTITUTION OF COLUMBUS EDUCATIONAL ASSOCIATION**ARTICLE I.**

The name of this Association shall be the Columbus Educational Association.

Its object shall be to furnish an opportunity for social intercourse among the teachers of Columbus and for the discussion of educational topics.

ARTICLE II.

The officers of this Association shall be a President, a Vice-President, a Secretary, and a Treasurer who shall be elected annually by ballot at the September meeting, or as soon thereafter as practicable, and shall perform the duties pertaining to their respective offices; and an Executive Committee of six, exclusive of the President, who shall be a member ex-officio.

ARTICLE III.

The Executive Committee shall prepare a program of exercises for the regular meetings, and shall carry into effect all orders and resolutions of the Association.

The funds of the Association shall be paid out by the Treasurer only on orders from the Secretary of the Executive Committee.

ARTICLE IV.

The regular meetings of this Association shall be on the third Saturday of each school month unless otherwise ordered by the Executive Committee.

ARTICLE V.

Any person interested in educational work may become a member of this Association by signing the Constitution.

ARTICLE VI.

An annual tax may be voted by three-fifths of all the members present at any regular meeting, said tax not to exceed fifty cents per annum for each member, unless otherwise recommended by the Executive Committee.

ARTICLE VII.

This Constitution may be altered or amended by two-thirds of all the members present at any regular meeting, provided notice of such intended alteration or amendment shall have been given at a preceding meeting.

AMENDMENT.

(Adopted February 19, 1898.)

Resolved. "That part of the Constitution and By-laws relating to the Executive Committee be amended to read as follows:— The Executive Committee shall consist of the Superintendent, ex-officio chairman, one High School teacher, one principal, and one teacher from each of the eight grades."

COLUMBUS BRANCH OF THE O. T. R. C.

During the year 1901-'02 nine meetings of the Circle were held. At the first meeting for the year 1902-'03, Miss Sutherland was elected president and Miss Millar, secretary.

Columbus has always furnished a fair and often excellent showing as a friend of the State Reading Circle; for a long time the only one of the larger

cities that showed an interest therein. At the present date they all — except one — give it substantial countenance; large numbers of the teachers are active members.

In connection with the Columbus city schools there is also a Mutual Aid Association, a Principals' Association, and Associations of each of the Grades, Eighth, Seventh, and Sixth. The following opinion gives some "reasons why."

The strongest points that can be presented in favor of Grade organization are that it brings the teachers in closer touch with their co-workers, gives them an opportunity to exchange ideas, and tends to make the work of that particular grade more uniform throughout the city.

Some quotations are here made from the Canton educational guidebooks:

"Pupils of the eighth grade are regularly promoted to the high school upon examination held under the direction of the Superintendent of Instruction.

"Students graduating from the sub-district schools under the Patterson law are entitled to admission.

"A written examination will be held at the end of each semester. This examination, together with the class record, determines the pupil's promotion.

AMOUNT OF WORK

"Twenty periods of recitation constitute a regular week's work, and no pupil is expected to deviate from this standard without consulting the Principal. Music, drawing and elocution may be pursued as extra studies, without special permission.

STUDY HOURS

"Owing to the nature of the work, it is essential that the pupil shall have regular and uninterrupted study periods at home, as well as at school. Parents are requested to see that suitable hours are devoted to study at home every school day.

OUTSIDE WORK

"Any pupil desiring to do work out of the regular classes, for the purpose of obtaining extra credit, should secure the approval of the Principal in advance, and no one will receive credit for outside work until he has passed a satisfactory examination, under the supervision of the Principal.

PREPARATION FOR COLLEGE

"Pupils desiring to prepare for college should make, as early as possible, a study of the requirements for admission to the college which they expect to enter, and should consult the Principal in regard to the selection of studies best suited to prepare them for the course contemplated. Experience shows that graduates of the high school who have done their work carefully and thoroughly find little difficulty in maintaining good standing in college.

ATHLETICS

"Clean, healthful games and physical exercises will be encouraged and promoted, but no pupil who allows his work to fall below the required standard will be allowed to play on any team organized in the school."

It will be a painful item of information should the separator and joiner of the abstractions of this chapter learn that his purpose is mistaken. It was not to present even a partial history, or a description, of the plan of conducting the schools of a few cities, but, with the thought he has tried to exemplify elsewhere in the book, to interest readers not skilled in such matters, and make a little clearer the conception of the phrase, "a city-district."

CHAPTER XX

LIBRARIES AND EDUCATIONAL PAPERS

LIBRARIES AND EDUCATIONAL PAPERS

"Of his gentleness,
Knowing I loved my books, he furnished me
From mine own library with volumes that
I prize above my dukedom."

— *Prospero, in The Tempest.*

THE library as a collection of books for a public, more or less limited, west of the Ohio river is older than the State, as there is authentic history of such a collection established by Colonel Israel Putnam at Belpre, Ohio, as early as 1795, and called the Putnam Family Library. It afterwards bore the name of the Belpre Farmers' Library, and later, the Belpre Library.

The second public library was opened in Cincinnati, March 6, 1802, its financial base being the result of the sale of thirty-four shares at \$10.00 each, Arthur St. Clair being one of the shareholders.

In 1878 or '79 Dr. Edward Orton, Attorney General Pillars and the Commissioner of Common Schools, were selected to sit and hear arguments as to the priority of the Belpre Library or the Coonskin Library. Their finding was in favor of the former. The Coonskin Library, as it appears, was organized in 1804, in Ames Township, Athens County.

What these libraries meant to their readers is pictured in the experience of Amos Dunham as quoted by Superintendent J. A. Shawan in an essay upon the public library in Ohio: "Says Amos Dunham, who built his log cabin in the woods ten miles south of Marietta, in 1802, 'the long winter evenings were rather tedious, and in order to make them pass more smoothly, by great exertion I purchased a share in the Belpre Library, six miles distant. From this I promised myself much entertainment, but another obstacle presented itself—I had no candles—however, the woods afforded me plenty of pine knots and with these I made torches by which I could read, though I nearly spoiled my eyes. Many a night have I passed in this manner till twelve or one o'clock reading to my wife, while she was hatchelling, carding, or spinning'."

The Coonskin Library had its name from the medium of exchange with which the first supply of books was purchased. As an appreciation of it Thomas Ewing declared: "It was well selected; the library of the Vatican was nothing to it, and there never was a library better read."

In 1805 the first incorporation of a library was recorded among the acts of the legislature, the Dayton Library Society, by name.

In 1817 a general statute made recourse to the legislature unnecessary, and a public record of these library incorporations extremely unlikely.

A lover of books and humanity would enjoy the exhibition of one of the modes of bringing them together as shown in the beautiful volume, *Sketches of*

Ohio Libraries, compiled by the State Librarian and published by the Board of Library Commissioners.

In each of the largest cities of the State the public library is really an institution, and it would require a volume to describe it and its modes of operation and the story of its growth including the future it hopes for even if nothing be said about the "house which Wisdom hath builded for it."

The book above named — 1900 — gives a list of one hundred and forty-one city libraries.

SCHOOL LIBRARIES

The searching vision of Samuel Lewis seemed to take in the needs of the public school present and prospective. The school system in his mind's eye, in 1838, is still striving to realize itself: "If the State were to furnish annually to each township, a small sum to be expended in books, on condition that the township should provide a suitable place of deposit, and furnish a like sum, it would produce in a very few years, excellent libraries in every township, and probably lead to more speedy organization for educational improvement."

Mr. Lewis's temperament was too insistently sanguine to take notice of certain traits in human nature, otherwise his confident "would produce," and his "excellent" and "every," would have had some modifiers. However, the barest truth might well have risked the venture and felt no regret over the issue.

One year later Mr. Lewis said that the subject was one of deep interest throughout the State and that the public appeared to expect some action on the part of the legislature.

When Samuel Galloway was Secretary of State, after citing what New York had done by her library law, which was based on the plan just noted, and produced five hundred and thirty thousand dollars in five years, exclaimed: "There is no act of modern legislation, comparable to this in moral grandeur. It towers in importance, over all her schemes for internal improvement, and plants her upon a basis of moral and intellectual power from which she cannot be dislodged. * * * Shall Ohio, with her teeming resources, her rapidly expanding population, her giant strides in the march of general improvement, and her commanding position in the confederacy, be undistinguished by the success of such a movement?"

But a short time before the law of 1853 was enacted, and when it may be presumed some matters of public interest were stirring in the minds of lawmakers about to be, Henry W. King, Secretary of State, an ardent friend of the library cause urged his views upon the legislature, and along with other excellent things was this: "The effect of a well-selected library, not only upon the children of school age, but upon the older classes of the communities in which they have been established in the State of New York, is said by those who have had opportunities of observing it, to have been truly astonishing. In neighborhoods where books were a luxury rarely enjoyed, and where intelligence was at a very low ebb, the establishment of a school district library has,

in a few years, created a taste for reading, and, ultimately, changed entirely the intellectual character of the whole community."

One fact stands out in distinct outline, that during the interval between the abolition of the office of Superintendent of Common Schools and the creation of that of State Commissioner there was no lack of earnest and intelligent utterance from the department of State upon living questions concerning public education.

The code of 1853 embodied a statute wherein Ohio followed the wholesome lead of the Empire State and of other States. Mr. Lewis had, on his travels, heard the people talking, at least they had yielded acquiescence to his compelling statements: and the legislature, during the intervening years, had heard the people talking, and its reply was published. It is out of date since 1860, but like many other things in this book it is good as history. This law authorized a tax of one-tenth of one mill on the grand list, for the purchase and sustaining of school libraries and apparatus, under the direction of the Commissioner of Common Schools, only he must not purchase books of "sectarian or denominational character."

The funds which accrued from the tax were paid over by the county treasurers to the State treasurer and by him were paid out for the purposes defined on the warrant of the State auditor. The books and apparatus were sent to the county auditors and by them distributed to the clerks of the township boards of education to be and to remain their property but not subject to "execution, sale or alienation."

The local board, in each case made the rules to regulate the use of the books and the damage for abuse of the same, and it was made its duty to appoint a librarian, determine the place of deposit with reference to the best accommodation of the public, for every family was entitled to one book, whether or not it was represented by a child in any of the schools.

As soon as the revenues provided for were in the treasury the Commissioner was directed to expend the same for the purpose for which they were raised. To aid him in the discharge of these extra duties the Commissioner was to have the service of the State Librarian as his secretary, this function being added to those already assigned to the said Librarian.

The task that was thus officially written down as one of the duties of the new Commissioner would be enough "to fear the valiant," though that valor was the result of a lifetime's experience with books. That would but half equip him. But Mr. Barney, whatever his feeling, did not take counsel of his fears. In zeal for his work, and skill in making the parts of speech vividly sensible of the fact that he had something to say, he was the worthy follower of the first and only State Superintendent of Common Schools. "He is fully convinced that half the worth of education is lost, unless it induces a taste for reading. Merely to acquire the art of reading, without the habit or love of it, is comparatively useless, and will soon cease to be the means of knowledge or of culture. On the other hand, if it were possible to suppose that the schools of Ohio were struck down to the first rude design, when the pupil was taught little more than to read and to write, it would almost be a compensation for so

great a misfortune, if suitable collections of books were accessible to youth, furnishing an impulse to, and reward of, self-improvement.

These libraries will invite the youth of our State to form a taste for reading at almost the only period of life when a taste for reading can be formed. It is a cheering truth that the treasures of youth are the stores of age. Old men inform us that when the eye has become dim, and the ear dull, and the memory feeble, and manhood almost a blank, the mind leaps the gulf of its palmy years, and dwells with unutterable peace upon the delights and impressions of early youth."

Between the years 1853 and 1856 Ohio placed within reach of the youth of the State, and their parents, 332,579 volumes. In 1856 and also in 1857 the tax for these libraries was suspended, each time for one year, and in 1860 the school library tax was repealed.

There was a wide difference of opinion among the people as to the merit of the library law. Some of its friends thought that the distribution of the books among the sub-districts instead of keeping them together as a township library was bad policy. It was impossible to find in each sub-district a suitable room, and a suitable person to serve as librarian.

In response to a circular sent out by Commissioner Smyth he received some advice: not to overlook the subject of agriculture in his selection of books; to attend to having a greater variety; to diminish the proportion of fiction; to change to the township system; to procure a set of books "got up for endurance"; "in the future we want no novels, tales of fiction, love-sick ditties, but facts, solid facts."

In 1867 a law was passed for the purpose of maintaining and increasing the school library of city districts. It authorized the board of education to levy, annually, a tax of one-tenth of a mill, and, in 1875, for the purpose of supplying their schools with books other than text-books, and with philosophical instruments, the board was empowered to appropriate money, the amount depending on the class and grade of the city.

The report, 1902, of State Commissioner of Schools gives the names of fifty-nine city districts containing libraries; thirty of these with over one thousand volumes, five with over ten thousand. Neither Cleveland nor Cincinnati is included. It names also 589 villages and special districts which contain libraries; in each of these are over 200 volumes.

THE STATE LIBRARY

The following paragraph from a message of Governor Worthington's is of lasting interest to the people of Ohio: "The fund made subject to my control by the last General Assembly, besides paying the ordinary demands upon it, and for the articles mentioned in a resolution of the legislature of the 28th of January, 1817, has enabled me to purchase a small but valuable collection of books, which are intended as the commencement of a library for the State."

The next sentence is the first line drawn in the preliminary sketch of a State library, its intention, what it should be to body forth that intention: "In

the performance of this act I was guided by what I conceived the best interests of the State, by placing within the reach of the representatives of the people, such information as will aid them in the discharge of the important duties they are delegated to perform."

In this unstable world it is cheering to come upon something of which one is, beyond a peradventure, sure; as, for example, that this collection of books contained "no novel, tale of fiction, or love-sick ditty."

There may be no official utterance thereon, but it is forced upon one that the mission of a State library in the mind of a librarian of the new century, is of far wider scope than the estimable Governor's conception: to serve the official need of those servants of the people who do their work at the Capitol, and, by its example, to induce the accretion of a library of similar intent though smaller range at each county seat; to constitute a great volume of State history at its very springs—hence, the pertinence and value of files of newspapers and, "the pity of it"! their one-time conversion into waste paper, in economical imitation of Omar's torch; to be, in all its diverse purposes, a great "collection of books" for the people, for the State, to do those miracles which wise men attribute to the magic of the right book; and as the "people" can not come to the library, for the library to go a traveling to the people; to be the helper of pupil and teacher, and the college of those pupils whose school-going does not lengthen beyond the primary grades.

The General Assembly assumed its responsibility in the matter, and, January 29, 1818, made some rules for the care and control of the State Library. The duties of the librarian are written down, some of which may be of interest, this one, rarely so: "The librarian shall, two days before the termination of every session of the legislature, furnish the speakers of both Houses with a list of members who have been delinquent, particularly specifying the nature of the delinquency. * * * that before any senator or representative shall obtain leave of absence for the remaining part of the session, it shall be the duty of the speaker of either House to ascertain, from the librarian, the state of such member's account, and in case such senator or representative shall be delinquent, a sum shall be retained to cover the value of books or sets of books detained, and penalties incurred."

The time during which a book could be detained and the penalty for detention beyond its date varied with its size. The use of the library was restricted to State officers and members of the General Assembly, and their respective clerks.

It was just said the librarian's duties were specified in these rules, but the conception of the relation of a librarian to his "collection of books," to his immediate public, to his profession,—for such it has grown to be, and a plain man, fresh from his quiet retreat among his bookshelves, is helpless beyond speedy relief, in an assembly of librarians, though he may know the contents of all their books,—has grown with his conception of a library, and it would take a book to hold the tale of his duties.

In the beginning the librarian of the State Library was chosen by the General Assembly though several executive officers, now chosen by the people were,

under the old Constitution appointed by the governor. The Constitution of 1851 made the librarian an appointee of the governor's. In 1896 a Library Commission was established by law with full power to manage the library. The board consists of three members, the term of office is six years, one member appointed every two years by the governor by the consent of the Senate; this, to give greater permanency in the management. No attempt was made to secure minority representation. The board appoints and may remove the librarian, with the consent of the governor.

The Library Board has at command one thousand dollars annually for clerical assistance and incidental expenses, including traveling.

The first Board of Library Commissioners was appointed by the governor in April, 1896. The members were Rutherford P. Hayes, J. F. McGrew, and Charles A. Reynolds, who appointed the present librarian, C. B. Galbreath.

A strong feature of the new plan was to give the library a larger sphere of influence, to set back the boundary from its position encircling those connected with the "government," to the boundary of the State. It was time. The State Librarian, in 1900, thus put the case: "The books had a limited circulation among State officers and their families. Members of the legislature, during its sessions, found themselves too busy to read, even if they had occasion to add to the stores of knowledge and practical wisdom that they brought from the various sections of the State."

The traveling library system, introduced in 1896 is fast becoming the circulating department of the State Library, so large a proportion of its readers are supplied through this medium. The "honest thought" upon which it is founded is this. The library being the property of the people, let the people use it.

The "firstlings" of all flocks have an added degree of interest cling about them from that extrinsic circumstance, therefore it is recorded that, on November 6, 1896, the first traveling library in Ohio set out unheralded on its way to a women's club in Mt. Vernon, Knox County, Miss Nora Mulvane, librarian.

The details of the management of this business are such as to secure the safety of the books with as little inconvenience as is possible to those who wish these pleasant visitors.

The system is easily adapted to smaller territories, as is shown by the fact that the free traveling libraries of Franklin County now reach almost every rural district. The following sentences are pertinent. The probate judge of the county, Mr. Tod B. Galloway, felt a deep interest in the rural schools and assumed in seriousness the duties relative to those schools which the law lays upon the office to which he was elected. He took into his counsels the board of county examiners: "The more I gave the subject attention the more I found out that in the families of farmers well-to-do, the stock of literature consisted mainly of the Bible, a hymnal or two, possibly Bunyan's *Pilgrim's Progress*, and some agricultural papers,—rarely anything more. * * * We began by sending out nineteen cases. Gradually these have been increased to the number of fifty-seven with the immediate prospect of more. The object is ultimately to

place a case in each school district in the county. * * * Truly we can agree with Col. Higginson's assertion that the spread of free libraries represents the same popular impulse in the 19th century that the cathedral represented in the 13th. Both stand alike for the spirit of the age. Any county in the state can have a similar School Library. The cost of instituting it is not great and of maintaining it, almost nothing." The cost in this instance was met by a subscription.

Within the year ending November 15, 1904, there were added to the State Library 7,303 volumes, making a total of 97,531 volumes, more than double the number on the shelves at the time the library went into the keeping of the Commission. The number of traveling libraries in the same year was 966, carrying 30,935 volumes; 468 of the libraries going to the common schools.

THE OHIO LIBRARY ASSOCIATION

The body of library workers was organized in Columbus, February 27, 1895, with a membership of thirty-three. It has steadily grown and now has three hundred and fifty members. The aims of the Association are to procure favorable library legislation, to encourage the establishment of new libraries, to increase the usefulness of those already established, to interest trustees in library matters, and to bring active librarians into touch with one another so as to make possible a comparison of methods.

The things accomplished for general library work in the State mainly through its efforts have been the establishment of a Library Commission and the enactment of an adequate library law, as a part of the code of 1904. It is now furthering a movement to secure co-operative cataloging in small libraries.

The yearly meetings are attended by library workers from all parts of the State, and the programs are of interest from every point of view. The meetings have been held at Cleveland, Cincinnati, Dayton, Toledo, Zanesville, Sandusky, Columbus, Elyria, and Findlay. The last session continued four days.

The Ohio Association was one of the first in the country to organize.

It must not be taken as a note in depreciation of this grand array of libraries, school, city and State if the writer should, in concluding, drop a moment into didactics. The great puritan who before he tasted death walked immortal in his singing robes told the world a true book contains the life blood of a master spirit, that only those books go to the making of men into which a man has gone in the making. These books are few and can easily be had for each real reader's very own. They may stand upon the shelf where perch the world's great song-birds, great spiritual teachers, in a row, and there is *the* library. Daily devotion before that shrine of mind will bring into one's life the fruits of culture, taste, love for the true, the beautiful, the good, will lift him to a station whence he can look serenely upon life and living. To the fortunate person possessed of the genuine reading habit the library beyond price is his own.

EDUCATIONAL PAPERS

A dreary life must that teacher's be who from his loophole of retreat can not look through the window of an educational paper. But to shed cheer it must be a paper in which he takes an interest. It must remind him of the hundreds of fellow workmen, some of whom he has met in person, and give him useful hints. He must know, not only the doctrines of the books but the fresh doctrines still on trial. The educational paper will furnish him these new chapters. They are the "abstracts and brief chronicles." Does he not care for these things and yet bear the name of teacher? "Doff it for shame and wear a calfskin."

When Samuel Lewis became State Superintendent of Common Schools, by authority of the General Assembly and at the cost of the State, he began the publication of *The Ohio Common School Director*. For some reason the needed appropriation was not made the next year and the journal was discontinued.

July 1, 1846, the first number of *The Ohio School Journal* appeared. It was published at Kirtland by Asa D. Lord. At this date there were but four other school journals published in the United States, though several more were started the same year. After the first volume of only six numbers the journal was published at Columbus. It was not issued as a separate periodical after 1849, but was united with *The Western School Friend*, a paper which was started in Cincinnati by W. B. Smith & Company, publishers of the Eclectic School Books, a few months after the School Journal began its career at the seat of Dr. Lord's Academy at Kirtland. *The School Friend* and *Ohio School Journal* — for such queer combinations as Friend-Journal were not yet in vogue — was published in Cincinnati, the editorial department being under the management of Dr. Lord, the superintendent of the Columbus public schools, H. H. Barney, principal of the Cincinnati Central High School, and Mr. Cyrus Knowlton. The last number appeared in September, 1851.

Another fruit of that fruitful period, the *Free School Clarion* sounded its initial note at Massillon in 1846, near the end of the year, by Dr. W. Bowen. Two years later, it passed into the hands of Lorin Andrews, of Massillon, and M. D. Leggett, of Akron. It was discontinued after a year or two.

The first journal to bear the name, *The Ohio Teacher*, had a number of places of issue, but did not long survive. Thomas Rainy, author of an arithmetical treatise on cancellation, was editor.

The periodical of the double name having quit without warning in 1851, the Ohio State Teachers' Association, with the ambitions and the courage of youth determined to have an organ, and *The Ohio Journal of Education* came into existence. The editorial board was an able one: A. D. Lord, Columbus; M. F. Cowdery, Sandusky; H. H. Barney, Cincinnati; I. W. Andrews, Marietta; J. C. Zachos, Dayton; Andrew Freese, Cleveland. Changes from time to time were made in this editorial staff and names of other men of deserved eminence as teachers and writers appeared.

The first number prints the Constitution of the O. S. T. A., described elsewhere in this book, and the names of its officers from 1848 to 1852 inclusive.

In its "Introductory" it publishes a declaration of dependence: "Called into existence by the mandate of the Ohio State Teachers' Association, to meet a long-felt and often expressed want of the Association, etc."

It being the organ of the O. S. T. A. its aims and ambitions deserve a setting forth here.

The comprehensive task it set itself was to secure an efficient supervision of the common schools of the State; to urge the necessity of the immediate revision of the school laws and the importance of digesting a grand, comprehensive school system, worthy of the age and adequate to the wants of the schools.

The schools of the State are not yet under efficient supervision. It is not broad daylight but there are many signs. There is much material yet for the "digesting."

"It will advocate the propriety of re-districting the State for school purposes, so that the districts may be of sufficient size to warrant the erection of a good school house and the maintenance of school during the greater part of the year." After a half century there is still much land for this plow.

"It will seek to disseminate correct information in regard to the construction of schoolhouses and their appurtenances, and the importance of placing in every district a well selected library." This seed had the fate of that other; some by the wayside, some in good ground; the last named sowing sprang up very promptly but the roots found not sufficient nutriment and it withered away.

"It will endeavor to show the indispensable necessity of a course of special training, or a professional education for teachers." This seed grew and brought forth in a number of cities, but, as a rule, till recently there was no sign of germination. "It will aim to elevate the rank of the teacher by improving his qualifications and preparing him to command the respect which is due to all who are worthily engaged in so noble a calling." The respect is likely to go with the qualifications, the latter term including character and temperament. "To unite all who are employed in the business of instruction, in such a manner that the experience and improvements of each may become the property of all" — the resonant keynote of the many teachers' associations, and reading circles.

In 1856, the executive committee of the State Association chose Anson Smyth, D. D., editor of the *Journal of Education*. When, in 1857, Mr. Smyth assumed the duties of State Commissioner, John D. Caldwell became editor, and the next year William T. Coggeshall, State Librarian, succeeded to the editorship. One of the valuable features during his term was the editor's series of articles on Common School Progress in Ohio.

In 1860, the *Journal* appeared upon the tables of its readers, no longer the "*Journal*," but "*The Ohio Educational Monthly*," a change from a noun with a wrong implication to an adjective with a right one.

In May, 1861, E. E. White and Anson Smyth became editors and proprietors, the former retiring in 1863, at the end of his six years in the Commissioner's office. When W. D. Henkle, in 1875, purchased the *Monthly* he removed the place of its issue to his home town, Salem. Mr. Henkle continued to edit it till his death in 1881 when it was sold to Samuel Findley of Akron. In 1895

the Monthly was bought by O. T. Corson who took it back to its former center of influence, Columbus, where it still flourishes. For some years Miss Margaret W. Sutherland was assistant editor. At the opening of the present year, 1905, F. B. Pearson became managing editor.

A large number of educational periodicals have had their day, a day which usually soon "fell a prey to a setting sun." Hon. W. D. Henkle once remarked to the writer that an educational paper should take for its motto: "Born, to die."

The Ohio School Journal of May, 1904, Vol. 1, No. 1, is published at Columbus, edited by Geo. W. Tooill.

The Ohio Teacher, second of the name, Henry G. Williams, editor and proprietor, is published at Athens. The issue for January, 1905, bears deep on its front engraven Vol. XXV, No. 6. This affords excuse for the inference that Vol. 1, No. 1, saw the light in August, 1880. After its first christening it was known as the Guernsey Teacher, its second name was The Eastern Ohio Teacher. It was founded and the founding seems to have been well, by John McBurney and published at Cambridge. M. R. Andrews and Henry G. Williams succeeded Mr. McBurney as editors and publishers, and transferred it to Marietta. Mr. Williams afterwards became editor in chief, with a corps of associates: Prof. Martin R. Andrews, Dr. Alston Ellis, Dr. John McBurney, Dr. Samuel Findley, all native to the editorial chair, and to the manner born.

Ohio is fortunate in her educational papers; honestly conducted, ably edited, loyal to the cause.

CHAPTER XXI

OTHER STATE ASSOCIATIONS

OTHER STATE ASSOCIATIONS

NOTE

[This is a day of Federation, as well as of Association. In order that whatever is said under the first head may be properly set forth, the pen of another has been borrowed. The sub-chapter immediately following was prepared by a gentleman who knows his theme.]

THE OHIO TEACHERS' FEDERATION

BY S. K. MARDIS.

THE Ohio Teachers' Federation is an organized movement to unite the teachers and patrons of the public schools in more intelligent co-operation for the advancement of public education. If the theory of our government is correct, if good government depends upon the intelligence, morality, industry, and patriotism of its citizenship, an effective system of public education is indispensable.

No state or nation can have effective schools without having competent teachers in these schools. Such teachers must have natural ability, adaptation, broad general scholarship and professional training. Persons of such ability and preparation command good salaries in any line of business, and the officials of the public schools should not be unmindful of this if they hope to direct attention to the great educational work of our nation. Security of position while doing good work is as necessary as fair compensation. There is no other way to secure competent persons having preparation and experience in the work. The management of the schools should be entirely removed from partisan domination, whether it be political, sectarian, fraternal, commercial or personal. The schools should be conducted with singleness of purpose for the good of the children, the perpetuity of the nation, and the advancement of humanity.

The Ohio Teachers' Federation is the outgrowth of the Eastern Ohio Teachers' Association. The inaugural address of Superintendent Henry N. Mertz, of Steubenville, as president of this association, at the meeting in Coshoc-ton, November 30th and December 1st, 1900, marks the origin of the Ohio Teachers' Federation. Superintendent Mertz, who was just closing a long and successful experience as one of the leading educators of the state, a close student of educational history, and a man whose life was consecrated to his chosen work, gave as his last public message to the teachers of Eastern Ohio, a thoughtful paper full of wisdom and counsel, and inspiring hope for better things educationally in the new century.

To indicate the altruistic spirit, and mature thought from which this movement came, it will be necessary to quote from the address and to give a brief description of its organization.

He discussed the necessity of state normal schools, better compensation for teachers, pensions and more secure tenure of office. This was fully a year and

a quarter before the law establishing the normal schools of Ohio was enacted. He showed that the failure to secure favorable legislation on these subjects was caused by and through the lack of unity in the teaching force of the state.

After giving a concise history of what had been accomplished in Chicago, New York City, and other places, by and through the active united work of the teachers and friends of education, he said, "For more than half a century the leaders among the Ohio teachers have been working for normal schools, and for more than a third of a century, by fits and starts, they have been working for county or township supervision. * * * Thus while the leaders of educational thought have worked for normal schools and superintendents; while the State Teachers' Association has annually appointed its legislative committee, and the School Commissioners have, some of them, worked with the members of the legislature for the enactment of the desired measures, a guerrilla warfare has been quietly carried on by a class of teachers, and so successfully waged, that they have always won the day. Will it ever be so? Will the teaching force of Ohio always be so hopelessly divided?"

"But suppose the 25,000 teachers of Ohio were thoroughly organized, and were to act in concert with such determination as the teachers of New York City have shown, do you not suppose they would get what they wanted?"

"The fault, dear Brutus, is not in our stars,
But in ourselves that we are underlings."

"In conclusion," he said, "I have hastily considered three questions that are, at the close of this 19th century, enjoying the attention of many teachers. They are all vital. They all have for their ends the improvement of the conditions of the teachers, and through them, the improvement of the schools. That they are not idle dreams is shown by what has been achieved in limited areas. These achievements, together with the recognition awarded to education in the generous and wise systems established in our new possessions, are cheering rays which herald the advent of the new century in education."

These suggestions were too valuable to be lost in day dreams, and there was great danger of this without some action being taken at once. No provision, however, had been made for the discussion of this subject. Superintendent S. K. Mardis wrote a note to the presiding officer, Superintendent Henry G. Williams, saying that it would be a great mistake not to discuss this paper. On the conclusion of the address, Superintendent Williams stated that he had received a note requesting the discussion of this paper, and, as Supt. Mertz now had the chair, Williams made a motion for discussion, which carried, and he was called upon to open it. The discussion proved to be an earnest one, in which Commissioner Bonebrake, Dr. Richard Boone of Cincinnati, S. K. Mardis, J. V. McMillan, W. N. Beetham, W. H. Maurer, C. E. Oliver and others participated.

By a motion of W. N. Beetham of Freeport and Geo. H. Stahl of Dennison, a committee was appointed to report on the advisability of a closer and more effective organization of the teachers of Eastern Ohio. Superintendents Henry G. Williams, of Marietta, and S. K. Mardis, of Uhrichsville, and W. H. Maurer,

Principal of Steubenville High School, were appointed on the committee. They had not given this subject much attention until they realized the possibilities of such an organization and decided not to make recommendation, except that a committee be appointed to make a more thorough investigation than time would now permit, and to report at the next annual meeting. The recommendation was accepted and the same committee was continued.

They made a careful investigation and recommended at the next meeting, which was held at Zanesville, that an Eastern Ohio Teachers' Federation be formed as a part of the Eastern Ohio Teachers' Association, and changing the word association to institute. Fortunately, the recommendation was not accepted. The subject was referred back to the committee, which was continued for another year.

The question was again taken up and further investigation made. The two years time had given opportunity for maturity of plans, and the committee recommended at the next meeting, which met at Marietta, that a separate and independent association be organized, presenting complete plans for organization, including By Laws and Constitution. The recommendation was accepted, and at the close of the session of the Eastern Ohio Teachers' Association, the Ohio Teachers' Federation was organized by electing the following persons as officers: President, Henry G. Williams, Dean of the Normal College, Athens; Secretary, Miss Anna B. Hill, Marietta; Treasurer, Prin. Ross Masters, Canal Dover; Executive Committee, S. K. Mardis, Professor of Psychology and Pedagogy, Scio College, for three years; Jesse V. McMillan, Superintendent of Schools, Marietta, two years; W. N. Beetham, Superintendent of Schools, Carrollton, one year. The committee organized by electing S. K. Mardis Chairman.

After two years' careful consideration, the Ohio Teachers' Federation was organized at Marietta, O., November 29th, 1902.

Within a few months, the treasurer was elected to a position in Tennessee, and resigned, and Professor F. B. Pearson, Principal of East High School, Columbus, O., was appointed to fill the vacancy. He was at this time acting editor of the Ohio Educational Monthly. The president was editor of the Ohio Teacher. Geo. W. Tooill, soon after, editor of the Ohio Journal of Education, was a member of the press committee. No one was elected to office at the first meeting who was not present.

The Federation was organized for effective work, and for a line of work not done by the other associations. It has never been the intention to duplicate the work done by the other associations, but to supplement them and co-operate with them so far as possible, but not to become a branch of any other organization. The Ohio Teachers' Association and the independent sectional associations are annual mass meetings of teachers for their improvement in a professional way. The County Teachers' Institutes are other organizations authorized by law as professional schools for the professional training of teachers. The Ohio Teachers' Reading Circle is another important educational organization for the improvement of teachers. Not one of these is planned to reach the people and to work on the non-professional side of public school administration.

There has heretofore not been a single association or organization of any kind planned specifically to educate public opinion. There is not a single paper published in the state for this purpose. Public education is the only important field of work so sadly neglected in this respect. Each political party has its party paper to educate public opinion on its peculiar belief or policy. The churches all have their denominational papers. So have the saloon and anti-saloon organizations. But no where are the educational interests of the state so represented. This is an unoccupied field, the importance of which is second to none. Public opinion is king in America, and this king must be educated or ruin will follow. This is the field the Ohio Teachers' Federation has chosen.

It is specially organized to do this work. The state is the unit of school legislation. The Federation aims to unite the teachers, and then the teachers and the people, on needed school legislation. To accomplish this there is a state organization, which has an annual state conference to decide on state policies and elect state officers and do other state work. The Federation has a small pro rata membership fee, to make a fund to defray the necessary expenses. Special committees are to make investigations, and then to distribute these to the people. The county and city branches of the State Federation, with their local committee, enable the decisions and plans and work of the State Conferences to be taken to every teacher and school patron in the state. These county and city branches are to hold local meetings in which the people can participate and through them be brought in close, sympathetic, intelligent touch with the teachers and their work. The schools belong to the people. They elect their representatives to manage them. They furnish the children to be educated in them. They tax themselves to support them. They, through their representatives, select the teachers, fix their salaries, and determine their tenure of office. Why have the people been so divorced from the schools?

The Federation aims to bridge this threatening chasm, which is ever growing wider and wider. The corruption in school administration flourishes in low educational sentiment, as malaria and fevers in the marshes.

The Federation advocates making teaching a profession, recognized, protected and justly compensated, by doing for teaching what has been done for law, medicine, dentistry and so on, by having all who have not had experience in teaching fully prepared for the work before they are admitted to take the examination for admission. It also advocates removing school elections from partisan politics by having the names of all candidates placed on the same ballot without party or other designation except "for board of education." It stands for the professional supervision of all schools, and for a more liberal state support of the public schools.

The Federation commenced to solicit members in August, 1903, so it is less than two years old in membership. It now has several times as many members as any other association in the state, has organization in about forty-five counties, and members in sixty-six counties. It has printed and distributed thousands of booklets and circulars throughout the state and recommended many of the best features of the new school code. It has active committees at work the year

round. The legislative committee did good work during the last legislative session.

The first annual conference discussed many features of the state school system. It had over fifty round table topics on the school system of the state, each of which was opened by a prominent educator of the state, whether member of Association or not. At this session, Dean Williams was re-elected as president, Supt. W. E. Kershner was elected Secretary, W. N. Beetham re-elected Member of committee for three years, and F. B. Pearson re-elected Treasurer. The second meeting was held in Columbus, December 30 and 31st, 1904. Dean Williams refused a re-election as President, and Supt. J. W. Zeller, Findlay, was chosen President, Supt. W. E. Kershner was re-elected Secretary, and Prof. L. L. Faris was chosen member of Executive Committee for three years.

The Ohio Teachers' Federation is a great educational missionary association. It is commended by many prominent educators in Ohio and other states. It promises to become a national movement in the next few years. Non-sectarian, non-partisan public schools, in which are found professional teachers, receiving professional pay, schools of the whole people, by the whole people, for all the children, is the platform on which all are asked to unite with the Federation.

THE ASSOCIATION OF OHIO TEACHER'S EXAMINERS

Those who see behind the curtains which hide public affairs from the general, give assurance that we are living under the rule of the lobby; and, allowing the word a broad range of signification, the observer with half an eye can see that the assertion is true.

Wendell Phillips once, from an Ohio platform, declared: "Agitation precedes legislation; I came before William H. Seward."

When men "agitate," secure a following, send delegates to the capital of the state to promote, or to hinder, a piece of legislation, the evening papers announce in classic phrase that a "lobby has struck the town;" and the reader smiles or frowns, according to his own sentiment about the mooted measure.

Let it be action upon a great moral question,—examples need not be named, they sometimes crowd the galleries,—let it be something that, in the minds of many people, is of close relation to one of the phases of citizen making,—the establishing of libraries, that "we may not perish by our own prosperity;" the training and the selecting of teachers for the public schools, that, speaking from the lowest place, capital may not cry out: "You are taking from me and giving nothing in return," then the patriot need not blush over the admission that patriots organize to lobby, to speak out so that the law-maker, when he turns his ear to the ground, or to the sky, may hear.

This line of remark is the result of noting one of the objects of an organization of men and women of the highest type of citizenship; also of reading article four of another constitution.

"The objects of this association shall be to elevate the standard of teaching, to unify the methods of examination, and to recommend needed legislation in these directions."

November 12, 1885, Commissioner Brown issued a call for a meeting of school examiners and institute instructors, and the educational paper which gave the call to the general public added a fervent wish that the called "could agree upon township organization as the one measure to be pushed, and upon some general plan of operation by which to *carry this measure.*"

The first sequel of this call was a meeting held at Columbus, December 30, 1885. In his opening remarks, Mr. Brown urged a permanent organization, and named Mr. A. B. Johnson as the temporary chairman.

Mr. B. T. Dyer read a paper upon one of the subjects named in the "call"—the amending of the statute so that none but practical and professional teachers should be eligible to the office of school examiner; not only persons of good theories, but of practice in the field.

R. W. Stevenson thought that good comes from having other professions represented on examining boards. There were other speakers and a vote. Mr. Dyer's view prevailed. With the approval of the association Commissioner Brown appointed a committee to prepare a syllabus of institute work.

That the applicant for a certificate should pay a one dollar fee, was carried, no one dissenting; also, that all the fees should go to the support of the county institutes; but not likewise, that all questions for examinations should be prepared by a state board of education.

The fifth topic was introduced by R. W. Stevenson. He offered this resolution: "That county examiners be urged to encourage the O. T. R. C., and that those teachers possessing general culture, who are certified as having taken the reading course, be regarded with special favor when applicants for certificates." This resolution prevailed, having all the voices in its favor; also the general proposition to adopt, as a standard in theory and practice, the books upon that subject recommended by the Reading Circle.

Samuel F. Deford, in presenting the sixth topic, favored the revival of the six-month certificate. The meeting did not favor this.

On motion of Professor W. G. Williams, a committee was appointed to prepare bills embodying the propositions agreed upon, submit them to the legislature and urge their passage.

The Constitution, prepared by Dr. Williams, W. J. White and George W. Welch, was read and adopted. It named the Association, provided for the usual officers, and for annual meetings. Article IV has been quoted.

A session of this body was, without doubt, held each year, though opportunity to search for all the results down to the present is not given the writer, nor to use them if found. What has already been said presents the salient points and illustrates the fine aggressive spirit in which it entered upon its career.

Its sky was not so bright, at least its number was not so large, and only twenty counties were represented when, in December, 1889, President Shawan made his opening address. The results of the session summarized from the summary were to the following effect:

The Commissioner was requested to send out questions which examiners might use as suggestions. The legislature was asked to provide in some way for the recognition in Ohio of state certificates from other states; to increase the

salary of the Commissioner from \$2,000 to \$5,000; and to repeal the section of the law which forbids the appointment of two persons from one school, upon the board of examiners.

The sense of the association was that only professional teachers, when this is possible, should be made examiners.

At the end of a decade — 1899 — the Association sat in Columbus, at the Great Southern Hotel. A number of things it has recommended and "pushed" were then parts of the school law; others were still and are still in the future, if they are. Among the things "brought out" were cogent reasons that examiners should attend the sessions; that teachers should attend institutes and read professional literature; that holders of five-year certificates who show signs of fossilizing should be required to pass an examination in theory and in at least three higher branches; that the system of examinations should be uniform; that the State Reading Circle should receive recognition by appropriate legislation; that a certificate whose holder does not pay his "honest debts when able to do" so should be revoked, said refusal being "just as immoral as drunkenness." A partial set of rules was drafted and adopted, an effort to give some semblance of uniformity to examinations. The reading of a handful of the "Topics" before the Association during a corresponding number of years disposes one to admit the claim of the Commissioner: "The questions proposed are practical, and an interchange of opinion will result in good to the schools;" and even the much larger one of an Executive Committee: "This Association is second to none in the influence which it exerts upon the public schools of the State."

The call for the twentieth annual session, in its "Topics for Discussion," took on the familiar look of the common association program, a speaker assigned to each topic.

At the holiday meeting, 1904-'05, the Association again presented its views to the educational public in the report of the committee on resolutions:

A college training is, for a high school teacher, highly desirable. Due consideration is asked for it by those who issue certificates; consideration, also, for successful experience in teaching or superintending.

As is the college to the high school teacher, so is a high school course to the teacher in the elementary school.

Longer time for the examination is recommended.

It is advisable to have two books chosen and announced as a basis for part of the questions in theory and practice; that the field in literature be limited to a definite period for each year; that the books of the Ohio Teachers' Reading Circle be used in preparing questions in so far as they meet the requirements in these subjects. To these is added an expression of approval of the fairness and scope of the questions already sent out by Commissioner Jones.

OHIO TOWNSHIP SUPERINTENDENTS' ASSOCIATION

An assembly of trolley line engineers would not have been possible soon after the founding of Ohio, or at any antecedent time since the Ancients that Mr.

Wendell Phillips used to speak of practiced all the "lost arts," which have been rediscovered, one by one, with such eclat by the Moderns.

The foregoing remark applies to an Association of persons named in the heading of this sub-chapter, also the reason of it.

The first township superintendent, it is fair to presume, at times, felt lonesome without contemporaries or line of predecessors. This is not a pure hibernianism, as it seems, for it is known that those who, under a much earlier law, wove the name, had officially passed from the educational scene.

But the first soon had the possibility of company, and after a while meetings were held, and at one of these, at Springfield, in 1893, it was proposed to form a State Association.

The notion was received with favor, and Ira Filson, of Yellow Springs, was elected special correspondent, with instructions to communicate with every township superintendent in the State, and arrange time and place for the proposed meeting.

But how ascertain the name and address of each of the persons whose presence at the contemplated meeting was desired. In theory this is a question easy to answer. Mr. Filson, a true schoolmaster name, that recalls to memory the man who used his chain and compass over the ground where Cincinnati stands, and his linguistic skill in manufacturing for the town a name, then wandered out of history into the woods, mailed eighty-eight letters, "each containing a card to insure reply" giving the needed information. These letters were directed to the clerks of the county boards of examiners. At the end of two weeks thirty-eight per cent of the cards came back, and brought the names and addresses of fifty superintendents.

The call for this association named the place, and the time.

On December 27, 1893, about thirty of these earnest gentlemen met at Columbus and held three half-day sessions. Ira Filson presided, E. A. Ballmer, of Wood county, was secretary. The serial proceedings do not appear. "Several topics previously announced were discussed, a constitution was drafted and adopted, and officers chosen for the ensuing year."

The Secretary reported that resolutions favoring the Workman law and permissive free textbooks were adopted, and that "Township Supervision is growing rapidly."

In the printed proceedings of the O. S. T. A. for 1895 is a page devoted to the "Township Superintendents Section," at its "first session."

December 27 and 28, 1895, the State Association of Township Superintendents, in session at Columbus, congratulated itself upon its attendance "at least fifty" — and that "the discussions showed great intelligence and earnestness."

Superintendent H. H. Shipton, of Groveport, Franklin county, was asked to write out in detail the plan of grading used in his schools, that it might be printed at the expense of the association and copies sent to the superintendents of the state. This was doubtless done. A sad note was sounded at the next meeting of this body — a resolution giving expression to the loss it had sustained in the passing away of this useful and estimable member. At this session, Dr. E. E. White spoke upon the living issue of Centralization.

"Meeting adjourned to meet in connection with the Ohio State Teachers' Association."

There have been and there are other State Associations, whose story circumstances prevent any attempt to tell:

The Society for the Promotion of Female Education,
The Ohio State Music Teachers,
The State Conference of Members of Boards of Education,
The Ohio State Colored Teachers' Association,
The Ohio College Association,
The Ohio State Association of Elocutionists,
The Ohio State Association of County Institute Instructors,
The Allied Educational Associations.

These batteries, with those previously named, in the open, and a hundred others, somewhat under cover, all training fresh cannoneers, bringing in new recruits, mounting their guns in the best positions to command the walls of the hoary old fortress held by the allies. Ignorance and vice, would cause an army correspondent from some other planet confidently to predict almost immediate surrender. In the hearts of those who know the enemy, the motto is patience and action and hope.

OHIO STATE ARCHAEOLOGICAL AND HISTORICAL SOCIETY

In its historical society a state finds a convenient repository of its recorded history. This fact is attested by the experience of the older and more progressive commonwealths of the Union. What fruitful sources of valuable material, for instance, are found in the "Proceedings" and "Collections" of the Historical Society of Massachusetts.

As early at least as the year 1822, the desirability of forming such an organization in Ohio was realized. On February 1st, of that year an act was passed incorporating the Historical Society of Ohio. The law did not specify the objects of the association, but provided for a record of its proceedings. Just what was accomplished by this early society is not known. It seems to have published nothing.

Nine years later, February 11, 1831, an act was passed incorporating the Historical and Philosophical Society of Ohio.

On the evening of December 21, 1831, Ebenezer Lane, J. C. Wright, Gustavus Swan, Arius Nye and J. P. Kirtland, met for organization at the Court House in Columbus. Gustavus Swan acted as Chairman, and Arius Nye as Secretary. A resolution was adopted that Jeremiah Morrow, Ethan A. Brown, Benjamin A. Ruggles, David K. Este, Edward King, John M. Goodnow, Philemon Beecher, Ralph Granger and Thomas H. Genine, the persons named in an earlier act of February 1, 1822, to incorporate the Historical Society of Ohio, be admitted to membership in the new society. On the same evening twenty-three other members were admitted. A committee was then appointed to prepare a code of by-laws, to report at the next meeting, December 31, 1831, when the

Society was formally organized, by-laws adopted and officers elected to serve for the ensuing year.

For eighteen years the Historical and Philosophical Society of Ohio, so begun, met in Columbus. Those most constant in attendance at its early meetings were, Benjamin Tappan, who was first president, P. B. Wilcox, first Secretary, J. C. Wright, Ebenezer Lane and Arius Nye. As the members came from all parts of the State of Ohio, full attendance at meetings is not often recorded in the minutes, and few meetings apparently were held except the annual meetings in December. Yet, from the early minutes it is plain that much zeal was shown towards establishing local historical associations throughout the state, for the purpose of collecting and preserving whatever related to the early history of their several localities. Five such new historical associations were formed, within the years 1838-1844. And as a further outgrowth of the labors of the Historical and Philosophical Society of Ohio, there were organized and published *The American Pioneer*, under the direct auspices of the Logan County Historical Society, and *Pioneer History*, by Dr. S. P. Hildreth, under the auspices of the Cincinnati Historical Society. Among the historical papers prepared by members of the Society, is its *Journal and Transactions*, published in two parts, in the years 1838 and 1839, containing articles by Jacob Burnet, William H. Harrison, James McBride, Arius Nye, and others.

At the December meeting, 1848, on motion of Mr. Salmon P. Chase, the by-laws of the Society were amended so as to change the place of meeting from Columbus to Cincinnati. And thereafter the Historical and Philosophical Society of Ohio was formally united with the Cincinnati Historical Society, which had been organized in 1844, the consolidated societies retaining the name of the older and present organization.

It was not, however, until so late a date as 1875 that an organization receiving direct support from the state was formed. Its history, as prepared by its present secretary, is substantially as follows:

BRIEF HISTORY

In the year 1875, an Archæological Society was formed at General Brinkerhoff's home in Mansfield, Ohio. The Society, through the efforts of General Brinkerhoff, received an appropriation from the Legislature of two thousand five hundred dollars, to be expended in making an exhibit at the Centennial Exposition at Philadelphia. Prof. John T. Short, of the Ohio State University, was Secretary of the Society, and it flourished under his secretaryship until his death, November 11, 1883, when the Society became practically inoperative. Governor Hoadley suggested a revival of the Society. A meeting for this purpose was called, to convene at the Secretary of State's office, on February 12, 1885. A number of prominent gentlemen, including leading citizens, scholars and professors from various parts of the State, responded to this call, and decided to extend to all persons in the State interested in the formation of such a Society an invitation to meet on the twelfth day of March following, at Columbus, Ohio. In response to the circulars sent out, some sixty gentlemen from all parts of Ohio, representing the various departments of scholarship, convened on the day specified in the Library Room of the State Capitol. This convention continued in session for two days, and resulted in perfecting an organization known as the Ohio State Archæological and Historical Society, which was incorporated March 13, 1885. Hon. Allen G. Thurman was made

President and Mr. A. A. Graham* elected Secretary. The Articles of Incorporation succinctly set forth the purposes and aims of the Society.

ARTICLES OF INCORPORATION

1. The name of such corporation shall be The Ohio State Archæological and Historical Society.

2. Said corporation shall be located, and its principal business transacted at, the City of Columbus, County of Franklin, and State of Ohio.

3. Said Society is formed for the purpose of promoting a knowledge of Archæology and History, especially of Ohio, by establishing and maintaining a library of books, manuscripts, maps, charts, etc., properly pertaining thereto; a museum of prehistoric relics, and natural or other curiosities or specimens of art or nature promotive of the objects of the Association—said library and museum to be open to the public on reasonable terms—and by courses of lectures and publication of books, papers and documents touching the subjects so specified, with power to receive and hold gifts and devises of real and personal estate for the benefit of such Society, and generally to exercise all of the powers legally and properly pertaining thereto.

Said Society has no capital stock.

The following have served as Presidents of the Society since its organization: Allen G. Thurman, Francis C. Sessions, Rutherford B. Hayes and Roeliff Brinkerhoff.

For nineteen years the Society has faithfully pursued the lines of study and investigation for which it was organized, and has held regular annual meetings at Columbus. In that time it has accumulated a valuable collection of relics and antiquities, now consisting of over 50,000 specimens, mostly archæological in character, but embracing also many papers and articles of historical value. This collection has been catalogued and arranged in cases, and now occupies suitable quarters in the Museum Room of the Society, Page (Law College) Building, Ohio State University. The library of the Society, which numbers hundreds of volumes of great value, occupies an excellent library room in Page Hall. Both the library and museum are accessible to visitors on each week day between the hours of 9 A. M. and 5 P. M. The students of the Ohio State University have free use of the museum and library.

ARCHAEOLOGICAL DEPARTMENT

Particularly is the Society strong in archæological research. No state in the Union is so rich in archæological resources, consisting of mounds, forts, graves and monuments of prehistoric periods.

The Society is the custodian of Fort Ancient, Warren county, the largest, best preserved and most interesting remains of its character now extant. Models of this fort are in some of the leading museums of Europe, and it is often visited by distinguished scholars, not only of other states but of foreign countries. The Society is also the possessor of the famous Serpent Mound, in Adams County, one of the most curious religious monuments left by the Mound Builders in the United States.

The Society, through a corps of explorers, is doing splendid and valuable work each year, in examining and making permanent record of the innumerable points of archæological interest in the state. An archæological map is being prepared, which will designate the location of all important mounds, monuments, graves, etc., within Ohio. It is estimated that these places of interest number not less than ten thousand.

PUBLICATIONS OF THE SOCIETY

The Society is now issuing annually a bound volume (which first appears as a quarterly magazine) of material concerning the history, archæology and biography of the state. It has published thirteen such volumes, averaging four hundred pages to the volume. These volumes are of the utmost value and interest, containing articles, essays and papers by the leading

authorities, historical and archæological—most of which material is prepared solely for the Society, and which does not exist and can not be obtained outside the works of the Society. The demand for these publications has been so great that the Society has issued seven editions of volumes, four, five and six, four editions of seven, eight, nine and ten, and two editions of eleven and twelve. These books are in constant demand, not only by similar societies and by leading libraries throughout the United States, but by the governments and great society libraries of the old world. Each member of the Society is entitled, without cost, to these publications as they are issued by the Society.

THE CENTENNIAL CELEBRATION

The Society has published a souvenir volume containing the entire proceedings of the celebration, held under the auspices of the Society at Chillicothe, May 20 and 21, 1903, of the admission of Ohio into the Union, which occurred on March 1, 1803. The volume of some six hundred pages contains a full account of the exercises, with illustrations and the speeches complete. The following table of contents will indicate the value of the work:

- History of the Centennial.
- Celebration of the Adoption of Ohio's First Constitution.
- Addresses by William T. McClintick and Daniel J. Ryan.
- Centennial of the Admission of the State.
- Opening Address. Governor George K. Nash.
- The History of the Northwest Territory to the Marietta Settlement. Hon. Judson Harmon.
- The History of the Northwest Territory from the Marietta Settlement to the Organization of the State. Prof. Martin R. Andrews.
- The Date of the Admission of Ohio to the Union and the Great Seal of the State. Judge Rush R. Sloane.
- Ohio in the American Revolution. Hon. Emilius O. Randall.
- The Military History of Ohio, Including the War of 1812. General Thomas M. Anderson, U. S. Army.
- The Military History of Ohio, from the War of 1812, Including the Civil and Spanish-American Wars. Gen. J. Warren Keifer.
- Ohio in the Navy. Hon. Murat Halstead.
- The Governors of Ohio Under the First Constitution. Hon. David Mead Massie.
- The Governors of Ohio under the Second Constitution. Hon. James E. Campbell.
- Ohio in the United States Senate. Hon. Joseph B. Foraker.
- Ohio in the National House of Representatives. Gen. Charles H. Grosvenor.
- The Judiciary of Ohio. Judge Moses M. Granger.
- The Industrial Progress of Ohio. Hon. M. A. Hanna.
- The Public Schools of Ohio. Hon. Lewis D. Bonebrake.
- Universities of Ohio. President W. O. Thompson, O. S. U.
- The Achievements of Ohio in the Care of Her Unfortunate Classes. General R. Brinkerhoff.
- The Ohio Presidents. Thomas Ewing, Jr.
- Ethnological History of Ohio. General B. R. Cowen.
- The Part Taken by Women in the History of Development of Ohio. Mrs. James R. Hopley.
- The Press of Ohio. S. S. Knabenshue.
- Ohio Literary Men and Women. Prof. W. H. Venable.
- Religious Influence in Ohio. Bishop C. C. McCabe.
- Closing Addresses by Governor Charles Foster and Bishop B. W. Arnett.
- The Centennial Souvenir Volume is sold by the Society at \$1.50, postage prepaid.

CLARK'S CONQUEST

The Society has published the history of George Rogers Clark's Conquest of the Illinois and of the Wabash towns.

From the British in 1778 and 1779.

With sketches of the earlier and later career of the conquest, by Consul Wilshire Butterfield (author of the "History of the Discovery of the Northwest by John Nicolet, in 1634;" "History of the Girtys;" "History of Brule's Discoveries and Explorations, 1610-1626," and other works).

This book is the publication of the manuscript of Mr. Butterfield, as left by him at the time of his death. He spent many years upon its preparation, and it is without doubt the most valuable and authentic statement of Clark's Conquest that has been published in so concise and complete a form.

This volume is sold by the Society for \$1.50, postage prepaid.

ARCHAEOLOGICAL HISTORY OF OHIO

The Society published in April, 1902, an "Archæological History of Ohio," by Gerard Fowke. This volume contains chapters upon the following:

Mound Builders: The various theories as to their origin—enclosures on hills or level lands. Mounds, size, situation, contents, similarities and differences. Village sites. Customs and methods of life of Mound Builders.

Indians; their migrations, their manner of life; their various stages of culture; the history of those found in Ohio at its settlement; the resemblance in the features of their work and habits to the remains of the Mound Builders.

This work is a large octavo volume of 760 pages of reading matter, and is fully illustrated with 300 maps, diagrams and reproductions of mounds, forts, etc. Ohio is the richest state in the Union in archæological material and resources, and this work is not only of the greatest interest to people in Ohio, but of inestimable value to archæological students throughout the world.

The "Archæological History of Ohio" is sold by the Society at \$5.00, postage prepaid.

The Annual Publications of the Society are sold at \$2.00 per volume, postage prepaid.

It should be distinctly understood that although the Society is under state auspices, and is fostered by legislative appropriations, its publications are not for free distribution, as are the reports of many of the state departments. Its publications can be obtained only by purchase or by membership in the Society.

Educators and others interested in the history and archæology of Ohio and the "Middle West" will find life membership in the Society an inexpensive and most satisfactory means of adding to their private libraries.

CHAPTER XXII

OTHER STATE EDUCATIONAL INSTITUTIONS

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THE SCHOOL OF THE SAILORS' AND SOLDIERS' ORPHANS' HOME

THERE have been enrolled in the schools 869 pupils, 523 boys and 346 girls, 457 of these were in school all day, and 412, one-half of each day, spending the other half at their trades.

There are twenty-nine teachers in the corps, including the supply teacher, and the special teachers of drawing, music, physical culture, and science. The high school this year has 125 pupils, of which 29 are seniors, 79 juniors, and 17 are post-graduates. The last named class is composed of pupils, who, at their own request, were given an extra year in order to continue their studies. An advanced course is given these pupils, consisting of solid geometry, higher algebra, Latin, advanced chemistry, English history, and a review of common branches. Two members of last year's class are this year attending college; one at Muskingum College and the other at Case School of Applied Sciences at Cleveland. Another boy of last year's class is taking a teacher's course in a manual training school, and will be prepared for a position as teacher in one year. It might be interesting to mention here that several boys who graduated two years ago from our high school are now attending different colleges; as, Ohio State University, Wittenberg, and Ohio Wesleyan University.

Last June, 20 pupils were graduated from the high school, 7 from the school of stenography, 4 from the school of telegraphy, and 14 from the school of domestic economy. The graduating exercises were held in the chapel on the evening of June 16, at which time diplomas were presented to all of these classes. The exercises consisted of music by the Home choir and the Currie orchestra, and an oration by each member of the high school class.

The school of domestic economy is composed of the school of cookery and the school of sewing, cutting, and fitting. The girls spend two half days of each week in each of these schools. Within the last year there have been enrolled in this department 95 girls; 50 girls are now in the school; 22 are seniors, 40 are juniors, and 6 are post-graduates. The work in this department is made both practical and intellectual, not only training the hand in executing, but also the mind in designing and planning. The first year's work in sewing includes practice work and the making of under-garments. The study of fabrics is also taken up. In the second year the girls study dressmaking and advanced drafting by the Storey Tailor system, each girl drafting all her own patterns. Before a girl can be a graduate, she must complete in addition to her first year's practice work, a sampler, six pieces of underwear, three dresses, and write a paper on "Fabrics." The clothes made in this department form each girl's personal discharge outfit.

The cooking school is collecting a reference library and has a number of books on the theory and practice of cooking.

The work in the school of stenography is mostly miscellaneous business correspondence, practical court reporting and speed work, which aims to give the pupils all forms of stenographic work, likely to be found in any kind of an office.

The school of telegraphy enrolls 16 pupils — 6 seniors, 9 juniors and 1 post-graduate. Of the four graduated from this school last June, three secured positions at telegraphy and one remains in the school as a post-graduate.

The school library continues to grow in size and usefulness. We have now more than 200 volumes of reference books, besides 50 sets of supplementary reading, including 12 sets of Shakespeare's dramas. The reference books are indispensable in making our instruction broad and thorough. We have a good supply of the classics, which the special teachers of English use in their work in literature and rhetoric. We also have various reference books to supplement our work in history, geography, language, reading and nature study. We realize that nature study is one of the best means of reaching and developing child nature, consequently we are doing much work along this line. We aim to study nature from nature herself, using books only to supplement the work. Suitable material is gathered from various sources and brought into the school room. Our school equipment has recently been enlarged by two fine sets of maps, to be used in the work in ancient and medieval history: also a stereoscopic outfit consisting of 17 dozens of stereographs and a dozen stereoscopes. The views are selected to supplement the work in geography, history, literature, etc.

The Pupils' Reading Circle is kept up in all our schools. The work is made compulsory, affecting the promotions the same as do the regular studies. One hundred and sixty diplomas were given last year to pupils who had completed the full four years' course prescribed by the State Board of Control. The object of this organization is to secure for pupils a better class and a greater variety of reading than they would be likely to select for themselves.

Three special branches are taught in the schools: music, physical culture and drawing. Two lessons are given each week in the grammar grades, while physical culture and drawing are carried on through the high school. In the all-day schools the regular teacher gives one practice lesson each week in each of the special branches. We have had one year's experience without a special teacher in writing and bookkeeping, this work being done by the regular teachers. I am glad to report that the work has not suffered in either of these branches by the change.

Educators recognize more and more that the hand should be trained to aid in developing the brain. No branch of education has gained a prominent place in our best schools so rapidly as has manual training. The energy before used, sometimes, in giving trouble, is now used in profitable employment of the hand and brain. While skill in using the hands is developed, something better is also developed: namely, self-respect, respect for labor, power to think, judgment, the ability to see and to express thought.

We recognize that all true education has in it a symmetrical development of the intellectual, the physical, and the moral. To this end we place great stress on our work in physical culture, realizing that it is essential in the development of both mind and body.

According to our custom for several years, at the close of the schools last June, all the grades united with the trades in giving in the hall an exhibition of the year's work. This gave the opportunity to show the public the different lines of work we are doing and our plans and skill in executing them. We had a great many visitors from Xenia and other cities. The exhibit consisted of drawing, writing, manuscript work in all branches, historical maps, production maps, various articles illustrating the work in paper cutting, paper weaving, hammock, rug and mat weaving, clay and sand modeling, basketry, mounted specimens in botany, and also an exhibit of work from the stenography, telegraphy, cooking and sewing schools. The articles exhibited were selected from the regular work which has already been done in the schools, nothing having been prepared for exhibition. All the pupils were given the opportunity of seeing the exhibit, which undoubtedly gave them a higher ideal of work and an increased desire to do their best.

The grade work, if brought up to our standard, necessarily lays great demands on every grade teacher. Nothing short of hard and faithful work, both in school and out, will accomplish it. Our aim is to keep our schools above the mechanical grinding out of dry lessons, by searching out the best means of enlarging, vitalizing and enriching the work. The composition work; the rhetorical exercises in the grammar and high school grades; the work in current events; the supplementary work done in geography, history, and reading; the primary history and nature work in the primary grades; the observation lessons and weather charts; the daily practicing of manual and all special work; the observance of special days by prepared programs, etc., all are done, as a whole, better than I have ever seen them done before.

— *Dated found in the latest report of T. A. Edwards, Superintendent.*

THE OHIO STATE SCHOOL FOR THE BLIND

The institution has for the past year been fulfilling the purpose for which it was founded. Sixty-six years of its history have passed. Two thousand two hundred and thirty-seven pupils have been connected with the school during these years.

All departments of the school have been in successful operation during the last term.

We have searched the State over by every available means to find blind persons who ought to be in the school. I believe that we are securing the attendance of as large a proportion of blind persons, of school age and of sufficient mental capacity, as we could expect to induce to enter the school. A few are kept at home by the indifference of parents, or by their indisposition to send their children away from home; a mistaken kindness from which the children will suffer in after years.

I have applied again for the United States census of 1900, giving the number of blind persons in the state and country, but have not yet received it, but have the promise of it as soon as it is ready for distribution. We admitted seventy new pupils last term — a greater number than was ever before admitted

during one term. Fifty-six new pupils have been admitted this term, making 126 for the last term and thus far this term.

Four pupils were graduated from the literary department last term. Quite a number whose time had expired or who had finished their trades have terminated their time at the institution. Many who have gone out from this school have worthily faced the obstacles to success which a blind person must meet and have triumphed over them. I think that the manhood and womanhood developed by a large number of the blind of Ohio will challenge a fair comparison with the character of an equal number of students sent out from the public schools of the State.

In all education special attention should be given to training in four directions, viz., the development of the perceptive powers, the judgment, the reasoning faculties and the will. And in the education of the blind these special lines of training need to be kept in mind, because the blind are more dependent upon the helps and influence of others than are seeing students. The perceptive power of a blind person is lacking in the whole range of sight. The seeing have the five senses which naturally help each other in the application of the perceptive powers to external objects. The blind lack the sight and the perception of the whole range of qualities which the sight alone can give. The sight is the great educating sense, hence the blind need a training which so far as possible shall make up for this deficiency. They should have a training of the perceptive faculties, as they depend upon the remaining senses for their successful operation. Hence the kindergarten, manual training in handicraft, gymnastics, the application of the attention through hearing and touch, the leading out of thought through the remaining senses, the correction of bad physical habits and manners, teaching to sit erect, to stand erect, and to walk gracefully and independently — all these things concern the physical and mental training of our pupils in the line of their perceptive faculties, enabling them so to use their available bodily senses in physical action that they shall be free from awkward and unseemly motion, and at the same time have called out in the most efficient manner the power to know and to think through the senses.

Another important department of education is the training of the judgment, or the power of estimating correctly the relative value of facts and principles. The practical business of life depends very much upon accuracy of judgment of men and things, and moral character also depends upon a correct estimate, or judgment, of right and wrong conduct.

The reasoning faculties, or the faculties by which we draw conclusions from facts, should also receive their due share of attention in all education. If there is one thing lacking in the mental make-up of the human race it is in the power or disposition to draw correct conclusions, and the blind are not free from this failing. In schools for the blind the tendency is to memorize without thinking. True memory is necessary to the operation of the reasoning powers. We cannot reason without remembering the steps of the process; yet the memory should be the auxiliary of, not the substitute, for reasoning.

Education is gaining power by means of acquiring and assimilating knowledge. As the athlete makes all his training lead up to one purpose of power to

do what must be done, so the student needs to use all his study, his work, his music, for the one great purpose of producing power — power to think and to act.

In schools like this, nothing, perhaps, is needed more than the training of will power, namely, the power and disposition to put one's self in action.

Many blind persons have from the very tendency of their affliction the quality which in physics is called inertia, that is, the inability of matter to set itself in motion. In the human being we call it lack of will. Now will power is not wilfulness; it is rather the ability and disposition to study, to think, to act, to do something worth while. True will power has a very close relation to character. "As a man thinketh in his heart so is he." The heart is the bent, intention and purpose of the man, and that is the will power — the purpose to select the right course rather than the wrong. It is a weak will that chooses evil instead of good, and this faculty grows weaker by every choice against the protest of conscience. As the human body was made for health, not for disease; so the rational will was made for choosing the right and not the wrong. Indeed the imperial will of man is degraded from its high prerogative by every low and unworthy choice.

The education of our schools is a failure if our pupils are not induced, of their own choice, to consider right motives and act upon them. Especially in the education of the blind is there need of persuading and urging the pupil to set himself about his work or study; to choose, to think and to act efficiently. And especially in the line of right motives for right conduct the teacher should by precept and example so lead and guide his pupils as to develop a permanent purpose of righteousness.

I know that in a boarding school there are likely to be hindrances to the best development of character. There is the pernicious influence of unworthy persons, which cannot be entirely eradicated. It may be so secret as not to be discovered till much mischief is done. There is the institution sentiment which may sometimes be in the wrong direction. Wrong headedness and wrong heartedness are contagious in schools, and they increase the difficulty of giving right direction to the thought and feeling of the individual pupil as well as to the mass of the school. Also the peculiar crookedness of disposition of some individuals is something to be reckoned with in all school training. The teacher should exercise tact and wisdom in meeting and counteracting these hindering tendencies and in bringing the best thought, purpose, and nature, of the pupil up to their place of control over all lower motives.

— *From the reports of G. L. Smead, Superintendent.*

HISTORY OF THE EDUCATION OF THE DEAF IN OHIO

The Ohio Institution for the Education of the Deaf and Dumb, located at Columbus, Ohio, was the fifth founded in the United States. The Institutions at Hartford, Conn., New York City, Philadelphia and Danville, Ky., preceded in the order named. Preliminary steps for the education of deaf children were taken as early as 1821 by the founding of a school at Cincinnati. It was intended to furnish an opportunity for the education of all deaf children west of the

Alleghany mountains. Its first Principal was Rev. James Chute, who had prepared himself in the Hartford school for this work. Several deaf children had been sent from Ohio to Hartford, Conn., prior to this time and it proved such a great hardship upon the parents that public sentiment was favorable to the founding of an institution nearer home. The township assessors were required in 1822-23 to report to County Auditors, and through these to the Department of State, the number of deaf children in Ohio. It was found that more than 200 were of school age.

About this time, Rev. James Hoge, D. D., a Presbyterian of Columbus, Ohio, became greatly interested in this matter and prepared an extensive memorial, signed by a great many prominent citizens, to the legislature of the state. Governor Morrow became interested and called the attention of the legislature to the righteous demands of the people for the education of their defective children. In 1827 the legislature provided for the founding of such a school, allowing one pupil from each judicial district at an annual cost of not exceeding \$100 and permitting three years of instruction.

After much discussion, the Board of Trustees recommended that the Institution be located at Columbus, Ohio, the most central point. In 1829 the legislature made the necessary appropriations to establish said school and in the same year the school was opened in rented property at the corner of High and Broad Streets, Columbus, Ohio. Only one pupil was present on the opening day, Samuel Flenniken. At the close of the year, however, ten pupils had been registered.

The first Board of Trustees were Rev. James Hoge, Hon. Gustavus Swan, Hon. Thomas Ewing, Rev. William Graham, Rev. William Burton, Hon. John H. James, Hon. Thomas D. Webb, and Hon. Samuel Clark. The Governor of the State was ex-officio President of the Board of Trustees. The first Superintendent was Rev. Horatio N. Hubble. He served in this capacity for almost twenty-five years.

Ten acres of ground were purchased on Town street and Washington avenue at a cost of \$300.00 with the provision that they were to be used exclusively for the education of the deaf. In 1834 the buildings were ready for occupancy and the little school moved into them.

A few years before, a small school was started at Tallmadge, Summit County, and was taught by Colonel Smith. It was only temporary, however, and when the new Institution was started, and possibly before, the school was abandoned. Eleven pupils were enrolled in it.

The Institution has always been supported by direct appropriations, as all other expenses of the state are paid. The time of pupilage was originally three years, but has been gradually extended until now it is twelve years.

The whole number of pupils enrolled in the first seventy-five years is 3,245. The annual enrollment at present, 1904, is approximately 600, with an average daily attendance of a little more than 500.

The present cost of all expenses of maintaining the school is \$120,000, per year. The number of teachers engaged in the school, including Principal and

special teachers of gymnasium and art, is forty. There are nine persons engaged in teaching trades.

The course of study covers twelve years, including two years in the High School, and corresponds to about ten years in the public schools. Such of the graduates as desire may enter Gallaudet College at Washington, D. C., the only college for the deaf in the world. As a part of the children's education the following trades are taught to them:

Printing, tailoring, shoemaking, carpentry, book-binding, sewing, cooking, baking, fancy needle work and art work. In all of these trades practical work is done, so the graduate may go out and earn his or her living.

For a great many years after the founding of the school, all education was conducted in conventional signs and finger spelling. Later, a great many of the children were taught to speak and read the lips, and one-half of the children are now being educated by what is known as the oral method.

In 1861 the State provided for a new building at a cost of \$650,000. It was completed in 1867 and it is a large, beautiful brick facing Town Street, and has a capacity for 500 pupils and 75 officers and employees. In 1898-99 a new school building was erected. It is one of the best in the world, having besides fifty well lighted and well ventilated rooms, an art room, sewing room, gymnasium, shower baths, swimming pools, cooking rooms, lavatory and laboratory rooms.

The following men have served as Superintendents:

Horatio N. Hubble.....	1829-1851
Josiah Addison Cary.....	1851-1852
Collins Stone	1852-1863
George Ludington Weed.....	1863-1866
Gilbert Otis Fay.....	1866-1880
Charles Strong Perry.....	1880-1882
Amassa Pratt	1882-1890
James Wilson Knott.....	1890-1892
Stephen Russel Clark.....	1892-1894
William Stuart Eagleson.....	1894-1895
John William Jones.....	1895-

Dr. Robert Patterson, a deaf man and a graduate of the school and also of Gallaudet College, has had charge of the school as Principal for the past fourteen years. There are also nine other graduates of the school engaged as teachers. Most of these have completed their education in Gallaudet College. Two other graduates of the school are teaching printing and shoe-making. These are all living testimonies of the grand work the Institution has done.

The Alumni Association of the Institution holds its meetings every three years and ex-pupils from all over the state and from out of the state attend the meetings. They are very enthusiastic gatherings and are composed of a great many intelligent, industrious and well-to-do people, who are making their living with as much ease, comparatively, as their hearing brothers. One out-

growth of this association is the Home for the Aged and Infirm Deaf at Central College, Ohio. It was established by the deaf people of the state and is supported entirely by contributions solicited by them. It takes out of county infirmaries such old deaf and dumb persons as may be found there and brings them into this home where they can associate with each other and converse with each other in a language they understand. This is also a strong evidence of the good the Institution has done.

The school works under a printed course of study, which is very complete and very helpful. Graduating exercises are conducted at the close of each year and several pupils, who have completed the course of study, are graduated. Chapel exercises are held each morning for ten or fifteen minutes, at which one of the male teachers presides and delivers a short address. Sunday-school services are conducted by the respective teachers in their rooms each Sunday morning, and in the afternoon special services are held in the chapel, at which an address on some topic not sectarian is delivered. The larger children are organized into a Christian Endeavor Society, which meets each Sabbath evening, and the younger children are organized into a Junior Christian Endeavor. These meetings are well attended, though voluntary, and are very interesting.

There are two literary societies, one for the boys and one for the girls, and one society for both boys and girls. Each society has its own library and librarian and the records are accurately and neatly kept.

The sports connected with the school are such as are found in High Schools and colleges. Great interest is taken in base ball, football, basket ball and gymnastic work. The Independent football and base ball teams have won quite a reputation in contests with High Schools and second college teams throughout the state.

In addition to such education as this Institution furnishes to deaf children, there are several day schools for the deaf in Ohio. The day school for the deaf in Cincinnati gives instruction to about forty children each year, and also the one in Cleveland to possibly fifty children. There is a small day school of four or five children at Dayton, and also at Elyria and Canton. These furnish an opportunity for these children to remain with their parents while young, and many of them, when they are older, come to the Institution for further education and to learn a trade. These day schools are operated as the other schools in these cities and are in no way under the direction of the Institution.

— *By J. W. Jones, Superintendent.*

INSTITUTION FOR THE EDUCATION OF IMBECILE YOUTH

The sum of material in reach for a sketch of this institution is a copy of the latest report thereof. There is no other educational institution which brings before the reader's consciousness such questions as this. Its purpose in the present is humanity itself. Its appliances are the fruit of the best teachings of modern science. Its pedagogic methods are based on humanity's revelation of itself to itself. Still, so far as the incurables are concerned, the questions do not down.

The number of inmates in the institution since the date of the last report has been twelve hundred and thirty-nine — seven hundred and twenty-five boys, five hundred and fourteen girls.

School and industrial training has been kept up throughout the year, forwarding the work on the new building being the main object. The placing of the tile for the floors of the hospital group and the custodial buildings for women at Columbus, making one hundred and sixteen thousand square feet, has been completed, and we are now commencing that for the building for males at the custodial farm. This has been a tedious work, but when it is considered that the more than one hundred and sixteen thousand square feet is made up by placing one-half inch pieces in designs, with the sanitary provisions, as well as the indestructibility, it seems it has more than compensated for the time and labor expended to secure it.

This institution was established in the year 1857, by the General Assembly of the State of Ohio, and located near the city of Columbus.

Its object is to furnish *special* means of improvement to that portion of our youth who are so deficient in mind or have such marked peculiarities and eccentricities of intellect as to deprive them of the benefits of other educational institutions and ordinary methods of instruction.

The education proposed will not only include the simple elements of instruction taught in common schools, where that is practicable, but will embrace a course of training in the more political matters of every-day life, the cultivation of habits of cleanliness, propriety, self-management, self-reliance and the development and enlargement of a capacity for useful occupation. As promotive of these objects, pupils will receive such physical education, and such medical, moral and hygienic treatment as their peculiar and varied conditions demand.

Idiocy and mental imbecility depend upon some abnormal or imperfectly developed condition of the physical system — a condition in which the nervous organization is especially defective — preventing the harmonious and natural development of the mental and moral powers.

Idiots and imbeciles are feeble in body as well as in mind. They are wanting in muscular and nervous power, the gait and voluntary movements are generally awkward and slow, and the special senses undeveloped or inactive. Physical training and physical development will, therefore, be essential to permanent mental improvement, and hence the importance of gymnastic and calisthenic exercises in treatment. The reciprocal influence of the body over the mind, and the mind over the body, must be carefully studied and applied. The dormant energies of the body must be roused to action by every possible means. The wayward muscles are to be taught to move in obedience to the dim spark of will that may exist, which will must be strengthened and developed. The very feeble power of attention must be cultivated and increased by the most attractive means. The affections must be nursed — the special senses trained and educated — vicious habits are to be corrected, and the idea of obedience and moral obligation must be planted and nourished.

Some feeble-minded youth give evidence of slight chronic irritation of the brain, obscure delusions and other marks of partial insanity, or *mental derange-*

ment, rather than idiocy. Such cases cannot be properly treated by the family physician at home, and should, therefore, be removed to some institution where they can receive that treatment and training best adapted to their restoration.

Some who were merely backward and remain undeveloped from being misunderstood, neglected or abused can, by special means, be brought out and reclaimed. Others can be arrested on their downward course, and made orderly, obedient, affectionate, docile and industrious; and nearly all can be materially improved in their general condition and habits. But, in order to secure the realization of these blessings to this afflicted class, they must have that special care, treatment and instruction which cannot be obtained in the family at home, or in private medical practice, or by any of the ordinary methods of instruction, but only in some well-directed institution, arranged, furnished, and organized for the accomplishment of these special objects.

Where there is partial insanity, or marks of existing nervous irritation, or other disease, medical or other appropriate treatment will be applied. Each individual case will be a study and must be treated as its peculiarities demand.

Children between the ages of six and fifteen, who are idiotic or so peculiar or deficient in intellect as to be incapable of being educated at any ordinary school, and who are not epileptic or greatly deformed, may be admitted by the superintendent. Application in behalf of others shall be referred to the action of the board of trustees.

The parents or next friends of those in whose behalf applications are made for admission as pupils, are expected to make answers in writing to such questions as the superintendent may prescribe.

Commodious buildings, in a healthy and accessible location, and a special system of instruction, training and management render this institution a desirable residence for all children deficient in mind or with marked eccentricities and peculiarities of intellect.

All pupils will be expected to come provided with a supply of neat and substantial clothing adequate for the first six months. A bond will be required in all cases to insure the clothing and removal of the pupil, when required by the superintendent, free of expenses to the institution.

There will be a vacation during the months of July and August, unless otherwise directed by the Board, at which periods all pupils must be removed by the parents or guardian, unless otherwise directed by the superintendent.

BOARD OF TRUSTEES

R. MEHAFFEY, Herring.	W. E. HAYNES, Fremont.
A. P. BALDWIN, Akron.	BOYD VINCENT, Cincinnati.
JAMES J. HOOKER, Cincinnati.	

SUPERINTENDENT

GUSTAVUS A. DOREN.

THE BOYS' INDUSTRIAL SCHOOL

A euphemism is sometimes a good thing and the present name is better than the old one, though the "industry," is at first likely to be involuntary. That, however, is a truth of very general application, the "Mighty differ" being in the compelling force.

This one of Ohio's institutions for the education of some of her oncoming citizens was established in 1856, and the first commissioners were Charles Remelin of Cincinnati, John A. Foot of Cleveland, and James D. Ladd of Steubenville.

After visiting all the kindred institutions in this country and finding them all of the walled-in class, Mr. Remelin went to Europe and inspected those of France and Germany, and was pleased best with the Colonie de Mettray, in the former country. It is on the cottage plan and in the hill country. The Boys' Industrial School was modeled after the Mettray institution, the first on that plan in the United States. It is located a few miles from Lancaster, Ohio, upon a farm of over twelve hundred acres, among the Hocking hills.

As the first acting commissioner Mr. Remelin opened school with twelve boys from the Cincinnati House of Refuge. He served from 1856 to 1859 when he was succeeded by Mr. George Howe, who held the position for nineteen years. John C. Hite, Col. G. S. Innis, Charles Douglas, D. M. Barrett, C. D. Hilles and Col. C. B. Adams have been the succession since.

The records show that eleven thousand four hundred and seventy-four have been enrolled since the beginning and the present enrollment, 1905, is about nine hundred. The records indicate that about three out of four make good citizens when sent out.

The school was an experiment at first. The people simply permitted it to exist. Since its usefulness has been proved it is looked kindly upon and dealt with generously. It has paved streets, excellent water and sewage systems, a brick sub-way for circulating steam and water, and a power and light generating plant.

Soon after donning the uniform of the school each boy is assigned to his place in school, and his powers find exercise in school one-half of the day and at manual labor the other half. The course of study is about the same as in other elementary schools, and much of the old-time respect for the three "R's" is shown. His desire to write his monthly letter home in creditable fashion supplies the needed stimulus in making that art his own.

The manual training department is conducted on the practical plan, and all vocations common to a village of a thousand inhabitants are followed by the boys. Its scope is rather intensive than extensive.

Nature study also takes a practical turn, and those engaged in the cultivation of flowers, fruits, and vegetables, grow into an interest in their habits, their needs and their enemies, their success or their failure. A ramble among the trees, to see the birds and other people who live there, is greatly coveted, and the boys by good behavior will pay for it in advance.

Deprivation of play and of visits by friends, additional demerits, and, finally, if there is need, corporal punishment follow misconduct in deliberate procession.

A boy goes to this place on an indeterminate sentence and every inducement to well doing is presented that he may cancel the array of demerits with which he is indebted at his initiation.

Games are an important factor in this benign scheme to cheat Satan out of the aid of his partner Idleness, while the ethic and the esthetic, which lurk somewhere in every human soul are not neglected.

— *Data mainly furnished by Henry V. Merrick, Superintendent.*

GIRLS' INDUSTRIAL HOME

T. F. DYE, SUPERINTENDENT.

According to the records here the Ohio State Reform and Industiral School for Girls was created by an act of the Legislature passed May 5, 1869, authorizing the Governor to appoint and commission five Trustees in whom the government of the school should be vested.

It further authorized these trustees to purchase the property known as the "Ohio White Sulphur Springs," situated in Delaware county, Ohio, for the purposes of said school.

The first trustees, appointed by Governor Hayes, were Rev. Dr. Merrick and A. Thompson, Esq., of Delaware; Hon. Stanley Mathews, Cincinnati; M. D. Leggett, Zanesville; and C. Wagoner, Esq., of Toledo.

The purchase was effected, and on August 31st, 1869, John Nichols was appointed Superintendent and Mrs. Mary Nichols matron. Superintendent Nichols and Mrs. Nichols arrived at the institution and began their work on October 1st, 1869. On November 4th of the same year the first pupil was received into the institution.

Upon the opening of the institution the buildings then on the grounds were used as homes for the inmates and employes, but on February 24, 1874, a number of the buildings then in use were destroyed by fire. These buildings were replaced by substantial brick structures, and from time to time new buildings were added until at the present time we have eight cottages, the administration building, a ten room school building and a hospital.

The object of this institution is to instruct, employ and reform evil-disposed, incorrigible and vicious girls. Girls are received here between the ages of nine and sixteen years, and remain subject to the rules and management of the institution until they have attained the age of twenty-one. Every effort is put forth to strengthen a girl physically, mentally and morally.

The institution is run on the cottage plan; the work is done by the girls under the direction of the officers. At the head of each cottage there is a matron, a housekeeper and a teacher. The morning is devoted to the performance of household duties and the meeting of the special classes — sewing, basketry, music, stenography, and domestic science. The afternoon and evening are devoted entirely to school work, all the girls being required to attend school every day. The schools are graded and compare favorably with the best in the state. Upon the

completion of our school course pupils are ready to enter the best high schools of the state. The course of instruction is orthography, reading, writing, arithmetic, geography, grammar, U. S. history, vocal music, map drawing, physiology, literature.

We have an average enrollment of 315.

OHIO STATE REFORMATORY

The law creating the Intermediate Penitentiary was enacted April 14, 1884. It had been introduced into the senate by the Hon. Elmer White of Toledo, and was championed in the house by the Hon. Allen O. Myers of Columbus. It passed both houses without serious opposition. Its passage was helped by the fact that under the Scott law there had accumulated a large surplus revenue in the State treasury.

Section 2 of the act alluded to above provided that for the purpose of carrying it into effect there shall be appropriated for the years 1884 and 1885 ten per centum of all the moneys secured under the Scott law, "an act further providing against the evils resulting from the traffic in intoxicating liquors."

For the year 1884 from this ten per cent. there accrued over \$53,000.

After two or three meetings, the last in 1891, the board of directors consisted of six members, that it might be divided equally by the party wall.

The original board spent a year in considering the question of a location. The points of advantage were healthfulness, pure water, nearness to railroads, drainage, cheapness of material and maintenance, cheapness of land. They finally settled upon Mansfield, and the day of the laying of the corner stone, November 4, 1886, was Mansfield's day indeed.

A decided stay of proceedings was encountered, at least a dimming of any hopes for a rapid forwarding of the prospect, when in the autumn of 1884 the Supreme Court had held the Scott law unconstitutional, but, as it also held that the taxes collected could not be refunded, the board had a small sum to begin with.

But only "to begin," and the question, whence the funds to continue with was answered by "a ten years' fight for the very life of the institution," the opposition to the institution taking the form of propositions in the legislature to divert it from its original purpose. One of these was the transfer to Mansfield of the Boys' Industrial School, and one of the reasons for the transfer was the alleged barrenness of the Fairfield county location. A speaker illustrated his notion of the lack of fertility there by an application of Gov. Tom Ford's picture of Arizona—"a tract so bare that a buzzard, taking wing across it, would carry a supply of food in a knapsack."

Gen. R. Brinkerhoff, one of the institution's staunchest friends, through thick and thin, seconded by Mr. C. N. Gaumer, representative from Richland county in the legislature, extended something between a challenge and an invitation to the committee on finance, and to as many other members as cared to go, to make a journey by special train to Elmira, N. Y., and inspect the Reformatory there.

This invitation was accepted. A majority of both houses went. Mansfield saw to it that they went not alone. The situation at Mansfield was inspected, and the great institution at Elmira.

The fruits of this fine object lesson were an appropriation of \$180,000 and a new bill, similar to the New York statute, prepared by Gen. Brinkerhoff, and introduced by Senator W. S. Kerr, passed both houses of the General Assembly.

After the enactment of this law it was no longer a penitentiary, but the "Ohio State Reformatory;" not a place primarily of punishment, but a place where everything possible should be done to induce the transgressor to turn a leaf and begin again.

Pursuant to the new law the appointed a board of six directors, as has been said: F. M. Marriott, B. F. Crawford, E. H. Keiser, George G. Washburne, S. F. Limbert, and Lee C. Lake.

In this greatly abbreviated story most of the engagements in the "ten years' fight" have been omitted.

"For centuries the most common method employed to protect society was imprisonment in a general place of confinement, into which all the weak, wicked or broken offenders were cast without reference to age, sex, or character of the offense committed, the only classification being as to length of sentence." This treatment of the prisoner was based on the belief that once a criminal, always a criminal. These great prisons necessarily became schools of vice, from which men and women, with less of conscience but more of cunning, went forth to prey again upon society."

Under a more human dispensation it is recognized that society can give itself more complete protection by taking the youthful criminal in its strong hand, separating him from the influences that have at least helped to make him what he is, and afford him every opportunity to make a fresh start and a better one.

The report of the board of managers — 1903 — relates that the employment of professional teachers has greatly increased the efficiency of the schools, and that opportunity is given all inmates for industrial activity during one half of each day, while the other half is devoted to school studies and other reformatory methods of training and development.

"The two new trade-school shops are now completed, and steps have been taken to inaugurate, without delay, systematic industrial training to go hand in hand with the academic studies of the school." There is surely no better way to foster a young man's respect for himself, especially if the industrial training shall induce skill in production and call taste into sane exercise. The man at work with his heart in it may have committed a sore offense against a fellow-man and against society, but there's something in him to make a man and a citizen out of, and at the Reformatory he is at a physical and moral sanitarium, where things are shaped for his cleansing, not primarily for his punishment. Still, if he need its exercise the "hand" is strong; or, in the words of the Superintendent, "those iron bars are painted white for the cheer of it, but they are just as strong."

Stress is laid upon the custom of trusting an inmate by the carrying out of a system of paroling. Results seem to justify the practice.

"Since the opening of the Ohio State Reformatory ten hundred and ninety-four inmates have been paroled, and the best information obtainable is to the effect that not to exceed twenty per cent. have violated their parole, or reverted to crime after receiving their final discharge."

"Of over two hundred inmates who worked on the farm the last year only eight tried to escape."

A great work, with little blare of trumpet, is progressing at this institution, so fragmentarily described in these pages. Superintendent James A. Leonard reasons well:

"While this system results in more efficient and economic cultivation of farm and garden, the MORAL GAIN is the main consideration. The good that came to the 202 who overcame every impulse and temptation to escape from custody, and who voluntarily yielded themselves to the moral restraint of society to the extent of submitting to strict discipline and direction, and returning twice a day to be locked in their cells, immeasurably outweighs the small loss in anxiety, care, and cost occasioned by the eight who were tried and found wanting. Moreover our action in this matter is consistent with the general parole feature of discharge from the Reformatory. A faithful observance of this limited or institutional parole would strongly argue the worthiness of the applicant for the larger parole within the borders of the State. This system, under proper regulation, can be greatly extended."

The average population for the year ending November 15, 1904, was six hundred and sixty-three.

— *Data furnished by Gen. R. Brinkerhoff and by reports of the institution.*

CHAPTER XXIII

THE OHIO TEACHERS' READING CIRCLE

THE OHIO TEACHERS' READING CIRCLE

BOARD OF CONTROL, MAY 13, 1905

MRS. DELIA L. WILLIAMS, *President*,
MISS MARGARET W. SUTHERLAND, *Recording Secretary*,
F. S. COULTRAP,
CHARLES L. LOOS, JR.,
S. T. DIAL,
CHARLES HAUPERT,
LEWIS D. BONEBRAKE,
JAMES J. BURNS, *Corresponding Secretary*,
EDMUND A. JONES, *ex-officio*.

IN the huge ungathered volume of addresses delivered, speeches made, and papers read, before the Ohio State Teachers' Association in its nearly sixty years, there is none to compare in results with the one referred to in the following item of the minutes of the session held in July, 1882, at Niagara Falls, N. Y.:

"Mrs. D. L. Williams, of Delaware, read a paper on Young Teachers and their Calling."

The paper had closed with a question: "Would an Ohio State Teachers' Course of Reading meet a need of the young teachers of the State, and incite them to self-improvement; and, if so, is such a course of reading practicable?"

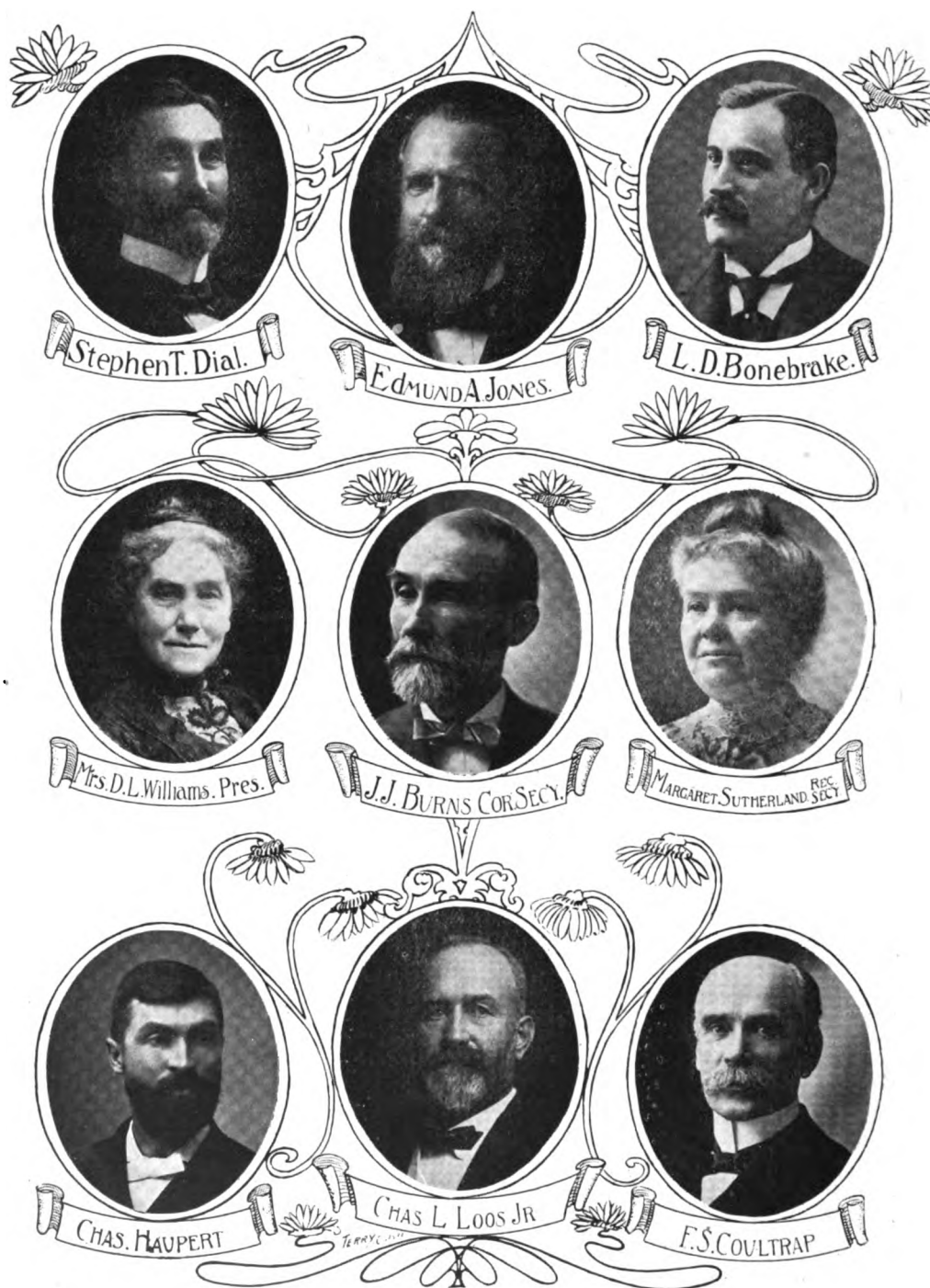
This was the beginning of a movement whose "results" are State Reading Circles in more than a majority of the States of the Union. Ohio's claim is only that, to use a phrase of Dr. Boone's, "Ohio pioneered the way," and that she has chosen a superior course of study. She admits with grace a more recent writer's statement: "An organization of similar name, but different in plan, had been formed a year earlier, in Ohio."

Miss R. P. Cooke, of Gallipolis read a companion paper to that of Mrs. Williams, and the discussion which followed was upon the question above quoted. Part in it was taken by Messrs. Hancock, De Wolf, Hinsdale, Cole, Rickoff, Peaslee, E. E. White, and Mrs. Rickoff.

Dr. E. T. Tappan meanwhile had prepared, and at the close of the discussion offered the following resolutions:

"*Resolved*, that the Association heartily approves the suggestion made at the conclusion of the paper read by Mrs. Williams, concerning a Course of Reading for Teachers.

"That Mrs. Williams, Hon. J. J. Burns, and Dr. John Hancock be appointed a committee with full power to mature a plan and put it in operation; and to make a report of the same to this Association, at its next Annual Meeting." These resolutions were adopted.



BOARD OF CONTROL

In 1883, at the next annual meeting, the committee reported, and its report was approved. The Board of Control, appointed to have charge of the Circle for the ensuing year, consisted of the committee aforementioned, and R. W. Stevenson of Columbus, W. W. Ross of Fremont, G. A. Carnahan of Cincinnati, Miss Kate S. Brennan of Cleveland, and E. A. Jones of Massillon.

The Board organized by electing Mrs. Williams, President; E. A. Jones, Corresponding Secretary and Treasurer; J. J. Burns, Recording Secretary.

It will bring the history of the "organization" down to date, to give the following: Mrs. Williams has had no successor. Charles Hauptert, O. T. Corson, and J. J. Burns succeeded E. A. Jones — Mr. Corson, as State Commissioner, being a member *ex-officio*.

For the past fifteen years, Miss Margaret W. Sutherland has been Recording Secretary, a position demanding the employment of many hours of time in painstaking labor.

The "difference" mentioned above between the Ohio plan and that of the States first to follow, is valid as an objection if the implication be true that the former "contemplated a variety of good reading for leisure hours." After the election of the first Board of Control in 1883, it was thought wise to name some books without delay. One of these was a choice among Hailman's History of Pedagogy, Krusi's Pestalozzi, and Quick's Educational Reformers; and another, either Longfellow, Whittier, or Lowell. To these some suggested reading in United States history. But, perhaps, here is "good reading," and, perhaps, here is "variety."

The Corresponding Secretary reported at the end of the year that the Circle embraced two thousand members, that certificates had been prepared and issued; he made, also, a full statement of the aims of the O. T. R. C. and what had been done as primary steps toward the realizing of those aims. An hour was given to hearing verbal reports from county secretaries, as, according to the slowly evolving plan, the Board had urged upon the county institutes each to appoint an O. T. R. C. secretary to attend to matters vital to the success of the Circle in the county. The County Secretary, as experience has shown the way, appoints township secretaries, who are to be the conductors of the local clubs, "to teach and to preach" the gospel of the reading circle. They distribute membership cards and collect the membership fees, and in other ways assist the county secretaries, the active ones among whom have much to do after assigning work to their assistants.

The degree of attention that has been given to this choice, and the support given the Secretary is the psychological barometer which indicates the weather months ahead in the given county. The general outline of the duties of the corresponding secretary of the Board of Control has filled in, line upon line, till it may be written down thus: To stand ready to do the diverse multitude of things, which call for attention during the long intervals between meetings of the Board; to procure reports from the counties, financial and otherwise, from which material to prepare a report of the year's work, a bulletin of thirty-two pages, and submit it to the Board and through it to the State Teachers' Association, and send it out to the institutes in number sufficient for all the teachers

of the State; to be ready to answer on shortest notice hundreds of letters, even those which the writer delayed writing, for months, and then wished a reply "by return mail"; to correspond with publishers about books, editions, and prices; and, as the evolution has proceeded, to spend the entire institute season in rapid transit from county to county, visiting the institutes and pleading, before the teachers there, the cause of the Circle as their cause; to aid in the preparation of outlines of the year's work and articles supplementary thereto.

Service as a member of the board means the free will offering of many hours of time, in the examination of books, in attendance upon the meetings, and in correspondence.

But, to hark back before the trail runs too far away.

The Course chosen for the second year was:

I. *Pedagogy*: Currie's Common School Education, or Calderwood on Teaching.

II. *Literature*: Shakespeare's Julius Cæsar and Irving's Sketchbook.

III. *American History*: The Revolution, and the Constitutional Period to the close of the War of 1812.

IV. *Natural Science*: Brown's Physiology, or the Natural Science Primer of Physiology and Hygiene.

It seems that the list of books in the twenty-three years of the life of the O. T. R. C is a worthy part of its history, and it is here given:

PEDAGOGY: — Hailman's History of Pedagogy, Krusi's Pestalozzi, Quick's Educational Reformers, Currie's Common School Education, Calderwood on Teaching, Payne's Lectures on the Science and Art of Education, Sully's Teacher's Hand-book of Psychology, White's Elements of Pedagogy, Compayre's Lectures on Teaching, Fitch's Lectures on Teaching, Page's Theory and Practice of Teaching, Gordy's Lessons in Psychology, Rooper's Apperception, Seeley's Duty, Thring's Theory and Practice of Teaching, White's School Management, McMurray's General Methods, Tompkin's Philosophy of Teaching, De Garmo's Herbart and the Herbartians, Halleck's Psychology and Psychic Culture, Tompkin's School Management, Fitch's The Arnolds, Halleck's Education of the Central Nervous System, Hinsdale's Teaching the Language Arts, Putnam's Manual of Pedagogics, James's Talks to Teachers on Psychology, Roark's Method in Education, Schaeffer's Thinking and Learning to Think, Scott's Organic Education, Thorndike's The Human Nature Study Club, White's The Art of Teaching, Judd's Genetic Psychology, Hinsdale's Art of Study, Oppenheim's Mental Growth and Control, Sabin's Common Sense Didactics.

LITERATURE: — Longfellow, Whittier, Lowell, Shakespeare's Julius Cæsar, Richard III, Merchant of Venice, Hamlet, As You Like It, Henry VIII, Henry IV, Macbeth, Winter's Tale, Lear, Midsummer Night's Dream, The Tempest, Coriolanus, Twelfth Night, Richard II, Henry V, Henry VI, Part 1; Irving's Sketch Book, Scott's Ivanhoe, Tennyson's The Princess, Selections from Wordsworth, Hawthorne's Twice Told Tales, Irving's Knickerbocker, Macaulay's Warren Hastings, Addison and Milton, Thackeray's Henry Esmond, Carlyle's Essay on Burns, Hawthorne's Marble Faun, House of Seven Gables, Dickens's Hard Times, Howells's A Boy's Town, Roger de Coverley Papers, Emerson's American Scholar, Eliot's Adam Bede, Bacon's Essays, E. C. Series No. 3, Burroughs's Riverby, Matthews's Introduction to American Literature, Selections from Burns's Poems, Coleridge's The Rime of the Ancient Mariner, Lowell's The Vision of Sir Launfal, Burke's Conciliation, Burns's Story of Shakespeare's English Kings, Bates's The Study of Literature, Sherrman's What is Shakespeare? Burns's How to Teach Reading and Composition, and Some Unsettling Lights of English Literature, Clark's How to Teach Reading, Higginson and Boynton's A Reader's History of American Literature, Ella May Corson's Glimpses of Longfellow.

HISTORY:—American History—Discovery, Early Settlement, the Revolution, the Constitutional Period to the Present, Barnes's or Thalheimer's General History, Old South Leaflets, Washington and His Country by Irving and Fiske, The Week's Current, Life of Thomas Jefferson, Life of John Quincy Adams, With the Admiral of the Ocean Sea, Johnston's History of American Politics, Fiske's Civil Government, Macauley's Second Essay on Chatham, Webster's First Bunker Hill Oration, Gordy's History of Political Parties in the United States, Webster's, Adams and Jefferson, Hinsdale's American Government, Cyclopedia Review of Current History, The Pathfinder, Hart's Foundation of the Union, Curtis's United States and Foreign Powers, Judson's Europe in the Nineteenth Century, Oman's England in the Nineteenth Century, Current History, Sparks's Expansion of the American People, Mathews's The French Revolution, The Little Chronicle, Wright's Industrial Evolution of the United States, Hosmer's A Short History of the Mississippi Valley, The World's Events, Fiske's Critical Period of American History, Nicolay's Abraham Lincoln, Moran's Theory and Practice of the English Government, Pearson and Harlor's Ohio History Sketches.

SCIENCE AND NATURE AND ART:—Gray's How Plants Grow, Keyser's In Bird Land, Shaler's First Book in Geology, Shaler's Story of Our Continent, Our Friends the Birds, Davis's Physical Geography, Lange's Handbook of Nature Study, Burroughs's Signs and Seasons, Howe's The Study of the Sky, Long's Ways of Wood Folk and Wilderness Ways, Scott's Nature Study and the Child, Emery's How to Enjoy Pictures, Hodge's Nature Study and Life, School Sanitation and Decoration, Brigham's Geographic Influences in American History, Scott's Story of a Bird Lover.

This large number of titles has grown by the addition, in each yearly bulletin, of the course of the preceding year; and of recent years it has been the custom to name two books in certain lines, between which a choice was allowed; a few times local clubs could, if it appeared best, omit one of the topics. This list of books and the manner of its accretion will not verify the comment of the author of Education in the United States, page 282. "No course was prescribed, the multitude of books recommended, left teachers, as before, in doubt as to what to read, and with little of joint action. Besides, it also suggested much of general culture, and little of professional." If this is meant to apply to the date given in the sentence preceding 1883, the "multitude" might be trebled and then carried at ease over one's arm; if, to the date of the book, the "professional" as named above has a goodly showing.

But the author has clearly set out what the "professional" may cover, to which Ohio served as pioneer: familiarity with professional literature; the historic systems and reformers of education; something of philosophical doctrine as a basis for one's theories; current systems and contemporary school interests; the constitution and functions of the child and the teacher; the State and society in which he finds his labor."

In regard to the relative claims of professional culture and general culture there has been frequent exchange of views among those who selected the course of the Ohio Teachers' Reading Circle, and after these years of experience, there is a tolerably firm conviction that no one of the four lines of reading should have been omitted.

Banish literature, and "banish all the world" of spirit? History, and let patriotism fail of an intelligent foundation? Nature Study? Yes, if there is a better guide than the right book, to the glorious land of Out-doors, and a wiser interpreter; but it has not been found.

A few words concerning the purposes of a State reading circle as they have been propounded by friends of the institution. To induce every teacher to accumulate a library by adding to the handful of books with which he sets out, at least one book a year in each of the divisions, which he buys and reads, books which without some intrinsic interest he would probably neither buy nor read; and this "interest" is the almost certain result of the association of a number of persons who read the same book in quiet at their homes and come together from time to time to review, to ask and answer questions.

To cultivate an appreciation of what it is to be a teacher, to encourage the growth of an always perfecting but never perfect ideal; — and in almost every group of teachers, there is some one whose influence, if it find a window, will throw its beams "like a good deed in a naughty world."

To take home the doctrine so confidently preached, that those who have abundantly any one of the essentials toward forwarding the work of popular education, be it property to be taxed or professional ability to be multiplied by spending, should heed the call of patriotism, and use a portion of it for the State.

There is an increasing body of evidence that the O. T. R. C. has wielded an influence in these directions and has amply justified its existence, has proved that it has a right to be; that if it and its results were subtracted from the spiritual output of the past quarter-century there would be an evident loss of much that is very good.

One of the serious hindrances to the rapid extension of the Circle in Ohio is the lack of that arm of the school system which is in force in most States, the county superintendent; but as about all her advance has been made along the route of permissive legislation on the part of the respective school communities, and voluntary effort on the part of teachers, it is not an anomaly that the O. T. R. C. has to depend on the varying favor of the institutes to select its managers in the counties, and upon the county examiners to give it official countenance. This lasting force has been growing more and more potent.

It was part of the plan at the outset to issue diplomas only after an examination, to test the quality of that reading; but after much weighing of the practicabilities this purpose was given up.

The only substitute for some years was the judgment of the County Secretary, presumably based upon the best information he could procure; often, from the board of examiners. In recent years a claimant for a diploma signs a "Reader's Statement," a deliberate assertion concerning the work done, and where, and the payment of the membership fees. And there is fervent teaching of an orthodox doctrine, — "a diploma is worth just what the bearer paid for it, no more;" paid in the coin of the spiritual realm. It takes a pound to buy a pound.

At the end of the first four-year period the president of the Board of Control addressed a communication to the county secretaries. "The Board wishes no honor conferred that has not been fairly earned, but would not willingly withhold any honor that is due. One step it would suggest, that you require a statement signed by each candidate, stating what he has read in each year's course, this statement to be filed for reference.

In 1888, Secretary Edmund A. Jones, in his annual report sounded again the call to the county institutes to elect a county secretary for the O. S. T. A. "and report the name." The student who spends diligent months in poring over the statistics of educational history in Ohio, while traveling from the thirty-seventh year of the nineteenth century to the fifth year of the twentieth century, will never be out of hearing of a cry in all the emotional shades from hope to despair, "send in your report." The clerk of a county board of examiners once wrote to a school commissioner: "if my report isn't the last one in, please send it back, I don't want to lose my place in the line." Some people are most in earnest when disguised as humorists.

Mr. Jones urged upon the school public, that although the organization is called a Teachers' Circle that the word "Teacher" included all the grades, — like the Saltbox in the story —, "possible, probable, and actual."

He presented to the President of the Board of Control the names of forty-four members who were entitled to diplomas, which were handed to their respective owners in a brief and appropriate address closing with an appeal to the audience "to use their influence to gather into the reading circles of the State, during the coming year, the young and inexperienced teachers, those who have had but limited educational and professional advantages, to open to them the gateway to literature and learning, and to tempt their feet into pleasant paths. To have accomplished this will be reward enough for much painstaking labor."

At the reading circle commencement in 1900 the speaker said: "The books you've read, 'and their adoption tried, grapple them to thy soul' by many more thoughtful readings." * * * "I know not how it is with other men, but for my single self, there is nothing in my lengthening experience as a teacher, to which retrospect gives readier approval than what I have done, and tried to do, in my local reading circles. For most other labors I have had an eye towards payday. In this I dare to believe, I was unselfish."

The initial step toward a Pupils' Reading Circle was taken that day, in a paper by Warren Darst answering affirmatively, with reasons, the question, shall we have a pupils' circle. Professor Darst's paper was followed by a resolution of the State Association instructing the Board of Control to prepare such a course. After a serious consideration of the subject in committee of the whole the course was left for completion in the hands of a sub-committee; E. A. Jones, W. S. Eversole, and Charles Hauptert. Their report was submitted to the O. S. T. A. at its annual meeting. To the pupils' course, Mr. S. T. Dial has for years given faithful and untiring service.

The next monthly statement of fees received is signed by Charles Hauptert as Secretary and Treasurer. He followed Mr. Jones, not only in order of time, but in faithful, arduous, and almost unremunerated service. Each of these secretaries had his hands already full of duties to perform as superintendent of schools.

In 1892, Mr. Hauptert resigned, and to save the cause from ruin through want of an executive head, Commissioner Corson yielded to the importunities of the Board of Control and accepted the position of Corresponding Secretary

and Treasurer. Like his predecessors in loyalty to the work, he had one great additional source of power in his abundant opportunity to plead his cause to the teachers, face to face. The result was an enlarged enrollment and what goes with it.

Mr. Corson resigned in 1896 and was succeeded by the present incumbent, J. J. Burns.

The Pupils' Course was prepared for certain grades and afterwards extended downwards, till, for some years it has included all the grades above the first. The lines of reading are literature, history and nature. At first a membership fee of twenty-five cents was required, but after a trial of a few years it was abolished. Certificates for the several years' work, and diplomas, elementary and high school, are furnished readers in the Pupils' Circle by the Board of Control of the O. T. R. C.

In many schools the course is used as supplementary reading, a part of the school course of study. The number of readers is much greater than the number stated in the annual report of the Board which is about fifteen thousand.

The diplomas issued by the board of control of the reading circle, by the authority of the state teachers' association, are countersigned by the president of this body. The document, in the official names of these bodies, commends the bearer "to boards of education and of examiners, and to workers, generally, in educational fields." Diplomas are granted for a four years' course, and for the multiples of four so far as twenty. There are many teachers in the State who have read for these longer terms, and many who will continue.

If to induce some thousands of teachers to read thoughtfully at least one good book each year in the way of their vocation; one which opens somewhat wider the "magic casement" that looks, not upon "perilous seas in fairy lands," but back and around over the broad and varied field where philosophy teaches by example; one of the volumes that make up "Nature's infinite book of Secrecy"; one master-work in that great art which includes all these when at their best, and a hundred fold more, if this be success the Teachers' Association has not failed.

CHAPTER XXIV

THE STATE BOARD OF SCHOOL EXAMINERS

THE STATE BOARD OF SCHOOL EXAMINERS

IN 1864, while Sherman was marching to the sea, and Farragut, lashed to "the port-main rigging," was entering Mobile Bay, the thinking teachers of Ohio were planning for professional recognition of their work. They stood together for one common cause, and their appeals to the Legislature were not in vain. A law was passed establishing a "State Board of School Examiners." The provisions of the new law called for the appointment of three men to act as the examining board. Accordingly, Marcellus F. Cowdery, Thomas W. Harvey, and Eli T. Tappan were appointed by State Commissioner Emerson E. White, who faithfully referred to them as educators of high standing, and records his satisfaction that "the assurance has not been withheld, that in entrusting them with the organization of this new and excellent feature of our school system, the Commissioner acceptably met the wishes of the teachers and friends of education throughout the State."

There were eleven life certificates granted the first year (1864) and two the second year (1865), and among them we find the names of Thomas W. Harvey and W. D. Henkle, both of whom afterwards held the office of Commissioner.

John A. Norris succeeded Dr. White as Commissioner and held the office from 1866 to 1869. Immediately after Mr. Norris's entrance upon the duties of his high office the State Board resigned, and thus set an example which was followed for a number of years, but more recent boards have not been so modest. Mr. Norris appointed as his Board of Examiners, Israel W. Andrews, William Mitchell and Theodore Sterling. This board remained in office five years, or until 1871, granting in all sixty-six life certificates to a distinguished list of teachers. Among these were John Hancock, destined to fill the office of Commissioner (1888-1891) as well as an honored place in the hearts of the teachers of the country:—Sidney A. Norton, the distinguished chemist and physician, Andrew J. Rickoff, R. W. Stevenson, Eli T. Tappan, Emerson E. White, J. J. Burns, W. H. Morgan, A. B. Johnson, John B. Peaslee, and John C. Ridge. Of this number J. J. Burns also filled the office of State Commissioner of Schools (1878-1881). Other members of this list held for many years the responsible position of Superintendent of Schools in the largest cities of Ohio.

In 1871 Commissioner W. D. Henkle (1869-1871) appointed a new board, consisting of John Hancock, Thomas C. Mendenhall and Andrew J. Rickoff. This board was re-appointed by Commissioner Thomas W. Harvey, and remained in office until 1875, granting certificates to a large list of educators, among whom are E. O. Vaile and W. H. Venable, editors and authors, Abram Brown, LeRoy D. Brown, G. A. Carnahan, Samuel Findley, and Alexander Forbes the well known author and lecturer. Of this list one became State Commissioner of Schools, LeRoy D. Brown, (1884-1887). The work of this board main-

tained the standard erected by its predecessors. Certificates were issued to fifty-three teachers and superintendents. One of its members, Dr. Thomas C. Mendenhall is to-day the most noted teacher and writer in the country upon the subject of electricity. For a period of three years he was instructor in science in the Imperial University of Tokio, and perhaps the scientific department of Japan's army to-day remembers his lessons.

Commissioner Charles S. Smart (1876-1878) appointed Alston Ellis, Henry B. Furness, and John B. Peaslee, members of the State Board in 1875. In 1877, Mr. Furness resigned and W. W. Ross was appointed in his place. This board served four years and issued, in all, fifty-seven certificates, in the list of which are the names of R. H. Holbrook, Charles E. McVay, C. C. Davidson and Daniel F. DeWolfe, commissioner (1881-1884). To this board belongs the honor of the first publication of the State Examination Questions, which was done by W. D. Henkle editor, in the Ohio Educational Monthly for February, 1876. Upon the expiration of the time of this board, Commissioner Burns (1878-1880) re-appointed W. W. Ross, who had served but a part of a term. The new members were Charles R. Shreve and Charles L. Loos, Jr. This board issued ninety-seven certificates, a much larger number than any previous board, showing that the work was growing in interest among Ohio's teachers. It also indicated a more extended study of the subjects required. This was considered a good omen and the results have been good.

There was in 1880 and 1881 a growing feeling that there should be a provisional Ten-Year State Certificate. Prominent among the leaders in this discussion were Dr. Tappan, who opposed the provisional certificate, and Dr. Henkle, who favored it. The advocates of this ten-year state certificate carried the day and in 1881, the State Board, consisting of A. B. Johnson, Henry M. Parker and William G. Williams, appointed by Commissioner D. F. DeWolfe (1881-1884), began the work of issuing two grades of certificates, viz.: Life and Ten-Year. The latter grew more and more unpopular, and soon became a menace to good scholarship. The above board had, in consequence of the ten-year certificate, a large increase of work as is shown by the fact that they issued one hundred and twelve certificates, thirty-five of which were for ten years.

This additional work led to the increase of the board (April 2, 1884) from three to five members, and the term was extended to three years. Commissioner L. D. Brown (1884-1887) appointed under this new provision, E. S. Cox, C. C. Davidson, Marcellus Manly, C. E. McVay, and W. W. Ross, as members of the board. On the death of Mr. McVay, Mr. Brown appointed Mr. Thomas A. Pollok to fill the unexpired term. In 1885, two important changes were made — the fee for examination was increased, by statute, from three to five dollars, and the names of successful applicants were published by the Commissioner under date of each examination, July and December. A larger number of applicants was examined and certificates granted by this board than by any other in the history of the state board — the total number of certificates reaching three hundred and thirty-six.

The board under Eli T. Tappan (1887-1888) was composed of the following school men: Alston Ellis, C. C. Davidson, John Hancock, E. E. White, and



THE STATE BOARD OF SCHOOL EXAMINERS, 1898-1904

ARTHUR POWELL
M. E. HARD

C. C. MILLER
L. D. BONEBRAKE

WM. H. MITCHELL
W. H. MEEK

Marcellus Manley. In 1888, the ten-year certificate was repealed by omission, and only life certificates were authorized. Of these, the statute said, "the board thus constituted may issue three grades"; but at its next meeting the board decided, "for the present, to issue but two grades, viz.: common school and high school." However, special certificates have at times been issued by several of the boards.

The expression "thus constituted" refers to the provision earlier in the Section — 4065 — that the board "shall consist of five competent persons, resident of the State * * * not more than three of whom shall belong to the same political party," the last provision, which was the new portion, having been in force while yet unwritten, since the increase in the number of members. The term of office was lengthened to five years.

In 1888, the board was changed in part, being composed of E. A. Jones, R. W. Stevenson, W. J. White, Alston Ellis, and Marcellus Manley. John Hancock was the Commissioner (1888-1891) at this time, filling out the unexpired term of Dr. Tappan, whose death occurred in 1888 while actively engaged in the duties of his office. James W. Knott and Edward T. Nelson were appointed on the State Board by Dr. Hancock in 1889 in place of Mr. Manley and Mr. Stevenson. In the fall of 1889, Dr. Hancock was elected for the full term of three years. He had served almost a year of this new term when, seated at his desk, death came:

"And like a clock worn out by eating Time,
The wheels of weary life at last stood still."

* Dr. Hancock's important speeches and terse sayings, with a full sketch of his life, have been put in book form, and they are a constant delight and inspiration to teachers.

Upon the death of Dr. Hancock, which occurred June 1, 1891, Charles C. Miller was appointed by the Governor to serve the unexpired term. The term of service of Dr. Alston Ellis on the State Board of Examiners expired August 31, 1891, and he was re-appointed for the full term of five years. Dr. Ellis resigned in January, 1892, and J. C. Hartzler was appointed to the vacancy. Commissioner Miller resigned in May, 1892, to enter upon the duties of the Superintendency of the Public Schools of Hamilton, Ohio, and O. T. Corson, Commissioner-elect, was appointed by Governor McKinley to the vacancy. Commissioner Corson entered upon the duties of the office to which he had been elected, July, 1892, and served until 1898. The term of W. J. White, as examiner, expired August, 1892, and Commissioner Corson appointed L. D. Bonebrake for the full term. As the terms of the old members expired, J. P. Sharkey, Charles Hauptert, C. W. Bennett, J. D. Simpkins and W. W. Boyd were appointed in the order named. During this administration a large number of certificates were granted to very deserving applicants, showing the increased interest in professional work.

In 1898, L. D. Bonebrake entered upon the duties of the office of State Commissioner and served two terms — or until July, 1904. Commissioner Bonebrake's first appointment was W. H. Meck of Dayton, and this appointment

was followed successively by that of M. E. Hard, William H. Mitchell, Charles C. Miller, and Arthur Powell. In August, 1903, Mr. W. H. Meck was re-appointed for the full term by Commissioner Bonebrake.

The teaching of the nature of narcotics and their effects had been made mandatory — "no certificate shall be granted to any person" — "from and after January 1, 1889," but it had not been made a part of the work of the state board until in this administration. The requirements of this board have been steadily broadened and strengthened to keep pace with advanced requirements in the educational world.

The Ohio life certificate is now regarded as a valuable prize, and is honored in many other states of the Union. Though the demands of this board are rigid, a very large number of certificates have been granted.

The state board of examiners has had a distinguished membership, and these men have largely molded and directed the educational sentiment of the times. The product of their examination, "The Life Certificate," carries with it a dignity and sense of security that no other educational document can give.

In July, 1904, Edmund A. Jones assumed the honors and the labors of the Commissioner's office. An act pertinent to the matter of this chapter, was the appointment to a place on the State Board of Examiners of Homer B. Williams, Superintendent of the schools of Sandusky, a selection that augurs well for the future.

— *Charles C. Miller.*

CHAPTER XXV

THE SLOW GROWTH OF THE SCHOOL SYSTEM

THE SLOW GROWTH OF THE SCHOOL SYSTEM

THERE is none to deny Ohio's claim to be the first born of the Ordinance, the eldest child of the Northwest. To the first born, there were some parental duties to perform for which there was no example, but, on the other hand, there were leaders to whom, as founders of States,—in the opinion of wise men, careful of their words,—history may be challenged in vain for superiors.

In some things she set a copy worthy of imitation, and in her deservedly high and lasting renown, rising early in her history and still high advanced, she has her reward.

Ohio made no persistent attempt to override the ordinance upon that question of questions, slavery. Although the ordinance prohibited slavery in the most peremptory terms, and was thought by its authors to require the abolition of it as it was inherited from the French and English in some parts of the Northwest, it required a long campaign to put it under ban of constitution and law, while after that, for many years, it lingered in its old haunts in the Wabash Valley. The question of a convention to place a proslavery clause in the new constitution of one of the "sister" States was voted down after a long and exciting campaign by only 1800 majority.

But it is one of the things that "winna ding and canna be disputed," that the organization of Ohio as a State was—the like has happened since—a strategic move in American politics; and, like the misformed Richard of the stage, she "came into the world not half made up," and if, upon her forehead deliberation had sat, instead of haste, it would have told for good.

In some parts of the management of the supreme matter of public education the issue was such that it has been a source of self-gratulation on the part of her younger sisters that they profited by the warning.

Of her potential treasures for the maintenance of schools, she failed to prevent a waste that brought what would have been, at the average appraisalment of land in 1853, a school fund of more than twelve millions and an University endowment of more than one million, down to the comparatively sums now distributed, while in Indiana the splendid result is seen in an irreducible school fund, mainly from this source, of \$10,000,000.

By unwise management, the University lands, valued at one million of dollars, have realized but a few thousands per annum, and up to a recent date her treatment of her higher institutions has, to say the least, not been generous.

Continuing the inquiry into why progress in Ohio toward anything deserving the name of a well organized system of public schools has been so slow, it may be well to list the causes, though with some, little more than the name in review is needed.

1. Persons who take for specimens of Ohio certain positions settled by families from States where the doctrine of the public school was part of the com-

mon school creed err greatly. Of the forty-seven members of the convention that framed the first constitution of Ohio, eight were from New England, nine were from New Jersey and New York, though from the State last named Ohio's first state school law was in the main imported. New York and Massachusetts had vast tracts of land to sell and did not stiffen their sinews to send buyers to the land office of a rival.

Sixteen of those members were from Pennsylvania, Virginia, and Kentucky; and it would be irrational to suppose that the many thousands of people whom they represented had left behind them the old home notions about the way to educate their children. This was not the free school way.

2. The peremptory demands of their environment, what shall we eat and drink, and wherewithal shall we be clothed, very largely occupied the hands and the minds of the great body of the early inhabitants; and reading and writing did not come by nature. A campaign against perennial hardships was made greatly harder by the stress of war.

3. The promise, never realized, of munificent and effective aid, from the general government; possibly even the actual aid itself, was, in the long stride of the years, a clog. The man in the myth did not put his shoulder to the wheel as long as he looked for the coming of Hercules. The promise taught the people to look to the State rather than to themselves.

The "actual aid" made it possible to maintain during a long intermediate period, some poor copy of a school for a miserably short time each year; which "poor excuse" helped to quiet the call of conscience for something better, of those who knew that there was something better.

3. The idea was still dominant that a scheme of education necessarily contemplated a fostering by governments of great institutions of higher learning, and letting some sort of blind gravity cause a little to find its way down to the common folk.

4. Great as was the influence for good of the church schools and the private schools, it need not be asserted that their striving to possess the land was primarily to educate the people; or denied, that the large numbers of cultured people interested, financially, and otherwise in these institutions, could look with an abundant lack of interest upon efforts toward the organization of a system whose success would restrict their field of operation.

5. This, perhaps, is made up of all the rest—the reluctant harboring in the minds of the large tax payers of a strange communistic doctrine—"the property of the State should educate the children of the State;" or with narrower boundaries, not so swelling a blast of oratory but very much more truth, "the property of a district should educate the children of a district."

6. It may have been wise, it may have been necessary, to introduce nearly every forward measure with a "by your leave," but it served as a brake. The breechband is a useful part of the harness, but it does not assist on the way up hill.

7. The most potent powers in the camp of the opposition have been under the command of general apathy.

"One reads of it in educational reports, hears of it in educational addresses, sees it and feels it and sighs over it whenever he has aught to do with public education, either as teacher, school officer, or intelligent patron. It is the burden of the schoolmaster's dolorous song. It defeats his best laid schemes, robs him of honorable reward, drives him from village to village, or from city to city."

It allows the soiled hand of party politics to lay hold of these precious interests, to wrest them from their pious intents, and convert them into "spoils," or worse, does not forbid their use as a reward for personal service.

It costs the loss of one mighty force, without which success can not be snatched from opposing circumstances, viz., intelligent appreciation, leading to individual action on the part of those primarily interested.

It is often said, and its truth is probable, that school taxes are more willingly paid than any other. It is one step toward an intelligent performance of an almost divine act and bounden duty; it is an anodyne to quiet an uneasy conscience; it is an apparent solution of a perplexing parental problem. Here is a picture to which the brush of fancy has not added one faintest stroke.—A member of a board of education with a large amount of property listed for taxation, voting cheerfully for an increased levy for school purposes, and, the next day one or more of his children, out of school, with an excuse or reason, without any visible or palpable means of support, in the balance of truth, altogether lighter than vanity; the mother of the absentees, on her way to one of her clubs next day, with a self-denying thought to call upon the teacher of her children for a hasty conference, asking at the door of the big school-house for directions as to where to find her. Yet father and mother apply to themselves the unction that they are interested in public education. The one always votes in its interest, and the topic of the other's paper about to be read, is "Primary Education in Greece before the Age of Pericles."

Apathy, or one of his kin, brings it to pass that often, oh how often, after a quarter-century of experience, of opportunity, the teacher is not a competent scholar, and has climbed to no upland from which the art and the science of instruction may be seen in their beauty and fulness.

It closed the eyes of those in power to the quickening effect that must have come from the distribution of the State tax among the counties in the basis of actual attendance of pupils at school, instead of upon the basis of the school enumeration.

It caused and causes thousands of school directors to fail to discern the economic fact that a poor teacher is a dear teacher, at any price.

It sluggishly allowed the carving up of townships far beyond the permission of the law, thus insuring schools both dear and poor, making good teachers scarcer and scarcer by starving them out.

It chose legislatures that in one great department of duty wandered so far from the Constitution and stayed so long, that when the Supreme Court said aloud what lawyers had been saying for a half-century, that in all those acts of special legislation they were doing what they were expressly forbidden to do, cities and school districts were virtually for a time without lawful government.

CHAPTER XXVI

NORMAL SCHOOLS IN OHIO

NORMAL SCHOOLS IN OHIO

BY FRANK P. BACHMAN, A. B., PH. D.

THE normal schools of Ohio fall into three distinct classes: State normal schools, private normal schools, and city normal and training schools. Though these different types of normal schools have sprung from the same cause, the need of special academic and professional preparation for the work of teaching; yet they have had little in common and have affected each other in their development only indirectly. Their history can therefore be traced separately.

STATE NORMAL SCHOOLS

The history of the state normal schools of Ohio is primarily the history of the struggle of the school men of the state for them. This struggle has no parallel in the educational history of the United States. It began at least as early as 1817, and it was not until 1902 that the first state normal schools were opened. If this struggle was long, it is no less interesting and connected with it are the names of the greatest school men of Ohio.

It is a notable fact that long before the question of the establishment of separate or special institutions for the preparation of teachers had become of more than casual interest in New England, Governor Worthington, of Ohio, recommended, in 1817, to the consideration of the General Assembly, the propriety of establishing a school at Columbus for the education of boys, who, when properly prepared, should have the preference of employment in the public schools of the state. Governor Worthington's recommendation is an echo of Jefferson's great idea, nevertheless it is perhaps the first official recommendation of the kind made in the United States. Other more tangible matters engaged the attention of the General Assembly and the recommendation of Governor Worthington effected nothing other than to stimulate thought and discussion. No official legislative action of any kind whatever was taken until 1836.

In the meantime, Samuel R. Hall, James Carter, Thomas Galleaudet, Horace Mann, Henry Barnard, etc., were gradually educating the New England public to the necessity of better prepared teachers. With each new wave of enthusiasm from New England, men like Albert Picket, W. H. McGuffey, Joseph Ray, M. G. Williams, E. Slack, C. E. Stowe, and Samuel Lewis, renewed their efforts in bringing the people of Ohio to a higher appreciation of the value of universal free education and to a higher conception of the work and requisite preparation of the teacher. The work of these men in the State at large and also in connection with the Western Literary Institute and College of Professional Teachers can hardly be overestimated. It was these men in connection with others that kept ever before the people of the young State, the great question of public education.

As a result of the work of a committee appointed in 1835 by the Western Literary Institute and College of Professional Teachers, the General Assembly

appropriated five hundred dollars in 1836 and requested Prof. Calvin E. Stowe to collect, during his tour of Europe, and to report to the next General Assembly, such facts with reference to the educational work of Europe as might be useful in the State. Prof. Stowe made his report December 18, 1837, and under the head of Normal Schools, recommended among other things:

"The Science and Art of teaching should be made a regular branch of study in some of the academies and high schools of the State.

"To give efficiency to the school system, to present a general standard, and a prominent point of union, there should be at least one model teachers' seminary at some central point — as at Columbus — which should be amply provided with all the means of study and instruction, and have connected with it schools of every grade, for the practice of the students under the immediate superintendence of their teachers."

Prof. Stowe's recommendations were not acted upon by the General Assembly. They led, however, to further public discussion and also to the opening of the Western Reserve Teachers' Seminary at Kirtland in 1838.

A notable event in the educational history of Ohio was the creation of the office of State Superintendent of Common Schools, in 1837, and especially the selection of Samuel Lewis as its first incumbent. Ohio has never produced a greater school man than Samuel Lewis, and perhaps no man of his generation, Horace Mann and Henry Barnard not excepted, felt more deeply the cause of public education and the necessity of well prepared teachers. In 1838, Mr. Lewis was requested by the General Assembly to report at their next session upon three questions: (1) Upon the question of establishing a state university or universities for the education of teachers and other students. (2) Upon the system and location of such schools. (3) Upon the expense and means of supporting the same. In compliance with this request, Mr. Lewis made a report in February, 1839. With reference to the establishment of a university for the education of teachers and others he suggested the following plans:

"One plan is, to have county seminaries, by appropriating to each county a certain amount of money, on condition that the counties would severally add an equal sum or any other proportion, and thus furnish a central high school for this purpose at some central point in each district.

"Another plan is, to divide the State into some eighteen or twenty educational districts, and establish a normal school at some central point in each district.

"Another plan proposes to appropriate certain sums of money to each of the different colleges that will undertake to organize in their institutions a teachers' department, and instruct a certain number of persons as teachers of the common school.

"A fourth plan is, to make a commencement by establishing at Columbus one normal or model school for the preparation of teachers."

Mr. Lewis was inclined toward the fourth plan and entered into considerable detail with reference to the probable expense, the general management and organization of the school. Although it was shown that the experiment might be

begun with an appropriation of five thousand dollars, yet the General Assembly failed even to consider the report.

The action of the General Assembly of 1839 marks the dividing of the ways so far as the educational progress of Ohio is concerned. Mr. Lewis's report shows that he was well versed in the best European thought with reference to the preparation of teachers, that he was fully conversant with the general plans and movements that were taking place in Massachusetts, Connecticut, New York, and Pennsylvania, and that Ohio was fully abreast of the times in all that had to do with the preparation of teachers. From that day to this, Ohio has lagged behind and to-day has the poorest prepared body of teachers of any of the states with which Ohio has a right to be compared by virtue of her wealth and her achievements. The action of the General Assembly of 1839 and that of subsequent legislatures not only retarded the development of a professional body of teachers in Ohio, but it also opened the way for the establishment of a large number of private normal schools and private institutions. Many of these, as we shall see, did a splendid service, yet their influence as a whole has been to breed low ideals of scholarship and foster false standards of preparation, and as a general result, the state is burdened with a considerable number of inferior institutions.

With the abolition of the office of State Superintendent of Common Schools in 1840, the care of the schools was transferred to the Secretary of State, where it remained until 1853. During this period of more than a decade, though the advisability of establishing state schools for the preparation of teachers was continually discussed, Mr. Trevitt was the only Secretary of State that seriously commended the establishment of normal schools to the General Assembly. Indeed, the Secretaries of State succeeding Mr. Trevitt seemed more inclined to give preference to teachers' meetings and institutes as a means of qualifying teachers. Yet it must be said for Mr. Galloway that he did make a suggestion that was acted upon by Miami University, and later by the Ohio and Ohio State Universities. The suggestion is this: "It would certainly be a commendable measure if those who preside over our State universities would organize such departments and present inducements to indigent but worthy men to qualify themselves as teachers."

Acting in accord with this suggestion, Miami University at Oxford opened in 1850 an English and Normal Department. The normal school aspect of this department was little more than a name and the course offered was really an English-Scientific course. This department was continued until Miami was closed in 1873, and was not restored when the school was re-opened in 1884. From the nature of the course offered, it appealed little to teachers and as a means of preparing teachers it was a failure and exerted little or no influence upon the development of professionalism in the schools. Yet the effort of Miami was commendable, as she tried in her own way to meet the need of more adequate facilities for the professional preparation of teachers.

The years 1840-1850 marked a decline in the general interest in public education in Ohio. With the adoption of the new constitution, with the restoration of the office of State Commissioner of Common Schools, and more especially

through the almost unparalleled activity of the State Teachers' Association new interest was aroused. With this new interest came repeated demands for the establishment of state normal schools. The continued public discussion and the repeated resolutions of the State Teachers' Association finally found expression February 15, 1858, in a bill presented to the General Assembly by Senator Canfield, of Medina county, providing:

"That there be established and organized, as soon as practicable, an institution for the training and education of common school teachers, to be denominated 'The Ohio Normal School'."

The bill also provided for the appointment of a board of trustees, for the acceptance of the McNeely Normal School property at Hopedale, and the appropriation of ten thousand dollars. This bill though it had a second reading in the House was smothered in the Senate.

At this same session, Mr. Dawes, of Morgan County, introduced a bill providing for the establishment of normal schools in each of the several congressional districts of the state, under given conditions. This bill, like its sister, was lost in committee. Thus after more than forty years of discussion it at least became possible to have a bill introduced in the General Assembly providing for the establishment of normal schools. Yet from the reception given these bills, the school men of the state knew that there was little for which to hope from the state in the immediate future. Yet the agitation went on and State Commissioner after State Commissioner called attention to the imperative need of the state providing for the training and education of her teachers.

The General Assembly, however, evinced no interest in the question until 1865, when thinking that it might somehow be possible to connect a normal school with the proposed Industrial College, it requested Hon. E. E. White, State Commissioner of Common Schools, to report upon the best plan of organizing and providing for one or more efficient normal schools in the state. Mr. White made a most scholarly and elaborate report, discussing the necessity of professional training of teachers, the work in other states, the probable cost, reviewing the historic struggle for such schools in the state, and closing his report with these words: "An efficient system of professional training for the teachers of the state is imperatively needed to infuse new life and vigor into the schools and elevate the standards of public instruction. I would most earnestly commend this subject to the favorable consideration of the General Assembly." Though Mr. White commended the question to the General Assembly with all the force and arguments at his command, it availed nothing.

Although each succeeding State Commissioner called the attention of the General Assembly to the great need of more adequate facilities for the training of teachers, nothing of more than passing interest occurred until 1872 and 1873, when Governor Noyes in his annual messages, commenting upon the financial embarrassment of Miami and Ohio Universities, recommended that one or both of these institutions be made available for normal instruction, or at least that one of them be made a normal school wholly supported by the state. Though Governor Noyes's recommendation was not acted upon, it is interesting to note that the state was looking toward these institutions as the most suitable under the conditions and best adapted to take up the work of normal school instruction.

For a few years after Governor Noyes's recommendation, various State Commissioners kept the need of state normal schools before the people, but from the days of Charles S. Smart to those of John Hancock, that is, for quite a decade, not a State Commissioner seemed to feel or appreciate the need of such schools. Though a few articles appeared in the educational journals of the state and one paper at least was read before the Ohio Teachers' Association discussing the necessity of professional preparation for teaching, yet nowhere during this period have I been able to find a single word with reference to the duty and need of the state establishing and supporting state normal schools. The school men seemed to have lost hope and no longer seemed to feel the need of any such action on the part of the state. Nevertheless in 1886 an event occurred that was freighted with more than usual importance. The General Assembly appropriated five thousand dollars to establish a normal department at Ohio University. This was the first money ever appropriated by the state for the professional preparation of teachers, but it was not the last.

Ohio University had for years been in close touch with the teachers of the state and was well adapted to take up this new work. She entered into it with zeal and earnestness. Dr. John P. Gordy was selected as head of the new department. The spirit and scope of the work undertaken can best be gotten from the following selection from President Charles Super's report of 1886:

"Two courses of study have been laid down,—one equal to and parallel with the two college courses. It is proposed to equip those who finish this with all the knowledge possessed by college graduates, but also with special qualifications for the teachers' profession in its highest departments. In the nature of the case, the number who complete this course will never be very large, yet it is proposed to make their mental equipment so excellent that they must become centers of intellectual progress, from which shall emanate all that tends to make the teachers' profession an honorable one, and a blessing to the youth of Ohio. The other course is an elementary one. But it is elementary only in comparison with the advanced course, and embraces many of its excellent features. Its purpose is to furnish the best possible equipment for those persons who feel the need of some special training in a lower degree for the work of teaching, but who for any cause find it impossible or burdensome to take the longer course."

Dr. Gordy entered upon his work with great enthusiasm, a training school was organized, the department was given great prominence in the University, and a considerable number of students took the work. Within a year or two, however, the practice school was abandoned; Dr. Gordy came gradually to give less and less time to purely educational work and more and more to Political Science and History; fewer students graduated from the department; and less and less money was asked of the state for the maintenance of the department. Thus gradually the normal department that promised so much in 1886 came by 1896 to be but one of the subordinate departments of the University. With the retirement of Dr. Gordy from the University in 1896, and after 1896, when no special appropriation was asked of the state, the normal department was still further subordinated and the work of training teachers came to be a minor matter at Ohio University. Nevertheless, it can be justly said that many of the

present school men of Southern Ohio were greatly aided and benefited by the work of this department. The only regret is that greater effort was not put forth continually to strengthen and to develop the department into a normal college, rather than that it should have been permitted to decline and become merely an appendage of the department of Psychology and Philosophy.

As we approach the year 1890, the long apparent indifference of the school men of the state toward the question of state normal schools gradually gave way to a renewed interest. Mr. W. J. White read a paper before the Ohio Teachers' Association in 1885 upon the Professional Training and Preparation of Teachers. Dr. John Hancock, in his report of 1888 discussed the training of teachers and once again sought to arouse the state to the appreciation of the need of providing state schools. The Ohio Teachers' Association, in 1890, empowered its legislative committee to work for the establishment of state normal schools. Hon. Oscar T. Corson in his report of 1893, appreciating the necessity of special training for teachers, recommended the subsidizing of colleges, universities, or normal schools of the state that would establish normal departments approved by the State Board of Examiners. This recommendation was endorsed by the State Township Superintendents' Association in its meeting of 1894. Mr. Corson again called attention to his recommendation in 1895. The Ohio Teachers' Association in 1897, put itself on record as follows:

"Resolved, That the sentiment of this Association is, without reservation, in favor of such a system of State Normal Schools as will insure not only the adequate training of teachers for their work but also the efficient qualifying of our young men and women for positions of leadership in educational affairs."

In answer to this renewed interest in state normal schools, and the growing demand for professional training, the Ohio State University opened a pedagogical department in 1897 with Dr. John P. Gordy of Athens as head, thus giving to the state a second educational department in its universities.

The Hon. Lewis D. Bonebrake, in his report of 1899, made the following recommendation: "The General Assembly would do well to provide some efficient agency for the training of teachers. The need is imperative. The plan most meeting the common judgment of the leading school men of the state is to provide at the State University first of all a teachers' college of high order. Such a college should have a building of its own, a large, well selected pedagogical library, and a faculty capable of teaching in the most approved manner the history, science, art and philosophy of education. It should, at least, be the equal of any college in the University. * * *

"In addition to such central teachers' college the state, as soon as practicable, or when, through taxation or private gift, the conditions are propitious, should establish in the four quarters of the state a series of four or five normal schools, whose curricula would lead up to the teachers' college noted above, and be so planned as to train especially those who make the great rank and file of teachers."
* * *

In line with this recommendation and as the result of almost ten years of continued discussion, Representative Charles F. Seese, of Summit county, in 1899 introduced in the General Assembly what was properly known as the "State

Normal School Bill." This bill provided: (1) for the creation of a normal school commission with power to establish a series of normal schools, one of which should be a normal college for the preparation of high school teachers, normal training school teachers and teachers for schools of higher grade; (2) for the creation of a board of trustees for each normal school established; (3) for the location of the normal college in connection with the Ohio State University; and (4) defined the purpose of normal schools and fixed the admission requirements.

This bill, it will be noted, is exceedingly comprehensive and provides both for the professional preparation of educational leaders and for the professional preparation of the rank and file of teachers. Notwithstanding the bill had the support of the various teachers' associations and of the leading school men of the state, and notwithstanding its passage was urged by a petition bearing twenty thousand signatures, it was finally defeated. Thus, after more than eighty years of public discussion, resolution, and legislative reports, the General Assembly was brought face to face with the questions of establishing state institutions for the preparation of teachers and was compelled to vote. To be sure, this was not the first time that a normal school bill had been introduced, but it was the first time that such a bill came to a final vote. Though the bill was defeated, the friends of state normal schools were not discouraged. They took new council and hope, and the question was discussed and agitated with renewed vigor and determination.

With the renewal of discussion the thought came more and more to the front that the most expedient and economical means of Ohio making a beginning of state preparation of teachers would be through utilizing her state universities to this end. The following is the recommendation of Dr. Alston Ellis, president of Ohio University, in his annual report of 1901:

"Ohio University, by tradition and experience, has ever been in close touch with the public school system of the State. Many of the graduates and many who left the undergraduate classes without completing a course are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a department of psychology and pedagogy, and to-day that department is in successful operation and giving promise of better work in the future. At the minimum of cost the State could provide, in connection with Ohio University, efficient means for the thorough preparation of young men and women for high service in the public schools. The building site is provided; much of the teaching force is at hand and available; nearly all equipment in the way of library, laboratories and other needed accessories is within reach, and the executive head is already provided. A new building, especially planned for the distinctive work of the 'college,' would cause the greatest outlay of money; but money so expended would bring its equivalent in property owned by the State and controlled by its representatives. The equipment of the new building would not be expensive, and the number of students would determine the number of additions to be made to our present teaching force. The same grounds, assembly rooms and library that meet the wants

of the university students under present conditions would answer, in like manner, the wants of those enrolled in the 'college for teachers.' This is one means of solving the 'normal school problem' in Ohio, and in a manner suggestive of educational foresight and economy."

The recommendation of Dr. W. O. Thompson, president of the Ohio State University, in his report of the same year, embodies a similar thought:

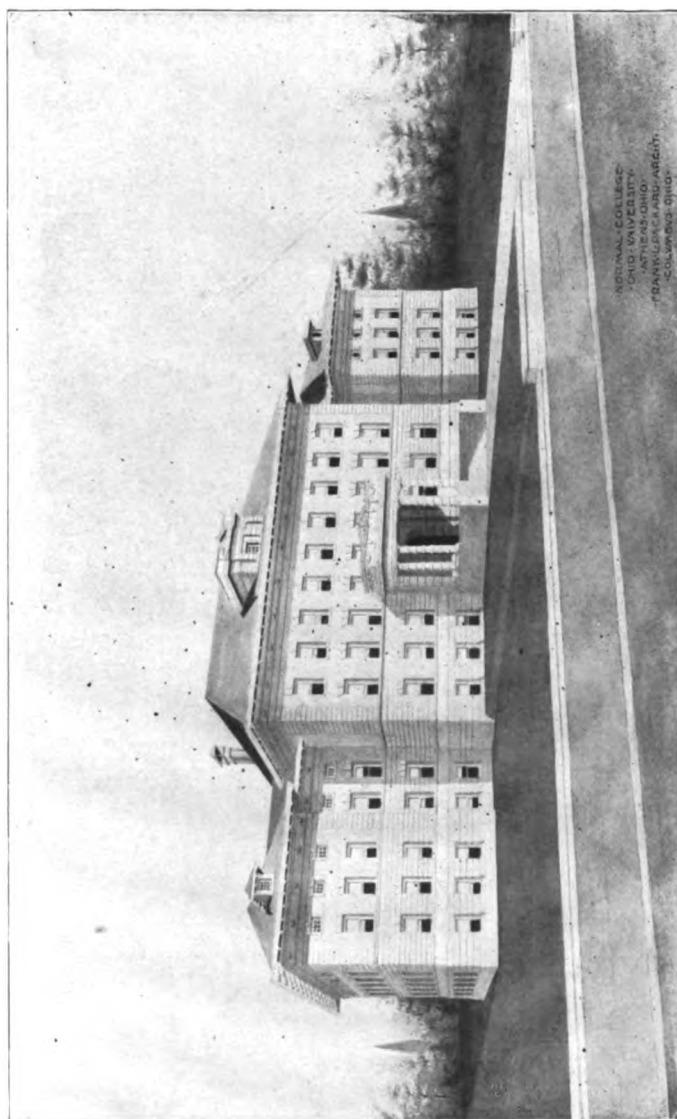
"Some years ago the University established a department of education, with Professor J. P. Gordy in charge. This was an effort to meet, for a time, a demand for pedagogical instruction on the part of students proposing to teach and to add an important element to the curriculum of the University. The effort has served to emphasize the necessity of pedagogical and professional training for teachers, in addition to higher attainments in scholarship. The feeling is universal at the University that it is not desirable to organize a normal school, as ordinarily conceived, but that it would be most desirable to organize a first-class, high grade college for teachers, where the best that is known in the science of education may be taught and discussed. Such a college should prepare and equip our young men and women for the most important teaching positions in our State. The fact that no such a college is to be found in the central west suggests the opportunity that is before the Ohio State University. The preparation given at the ordinary normal school in an elementary way prepares a teacher for work in the grades only. The experience of other states has been so unsatisfactory as to suggest that Ohio shall profit by their experience rather than to blindly follow it. Intelligent men agree that a great service to the cause of education and to the public would be rendered if adequate professional training could be given to the teachers in our high schools. The State of Ohio now needs the organization of several hundred township high schools. She needs better teaching in schools already organized. Persons who desire advanced professional training find it necessary to seek it elsewhere. Ohio has not yet made such provision. The University is aware of the widespread desire among the teachers of the State for such a college. It is also recognized that provision has been made for the general education of the youth of the State and for technical and professional education in other lines. The teaching profession affects the public so directly that the argument for the special professional education of teachers is with difficulty resisted. Inability, not unwillingness, has caused the delay in this important work. It is recognized that with the other educational facilities provided by the State, a college for teachers would have a stimulating and helpful environment. Such a college could be provided at the University at a minimum expense. Its service to the cause of education, to the high schools of the State and to the young men and women proposing to teach would be of increasing value. The hope is here expressed that the legislature of the State may give this question due consideration and provide such revenues as will enable the University to proceed with the work."

In conformity with the new turn that sentiment had taken, the Hon. Charles F. Seese, Commissioner Lewis D. Bonebrake, and Dr. Alston Ellis formulated the Seese Bill and through their untiring efforts, aided by the friends of normal schools; the bill became a law in 1902. The provisions of the law are as follows:



EDGAR ERVIN

**Field Agent of Ohio University at Athens. Holder of Life State
Certificate. Superintendent of Schools Syracuse for Six
Years. Member of Board of College Trustees
Carleton College. Author of History
of Ohio University**



"Section 1. That there be and are hereby created and established two state normal schools to be located as follows: One in connection with Ohio University, at Athens, one in connection with the Miami University, at Oxford.

"Section 2. The boards of trustees of said universities shall, not later than September, 1903, organize at their respective universities a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching; said normal schools, in each case, being under the general charge and management of the respective boards of trustees of said universities.

"Section 3. To enable the Ohio University and the Miami University to organize and support said normal schools there shall be levied annually a tax on the grand list of the taxable property of the state of Ohio, which shall be collected in the same manner as other state taxes and the proceeds of which shall be made a part of the 'Ohio and Miami University fund,' as already provided for (O. L., Vol. 92, pp. 40-41). The rate of such levy shall be designated by the General Assembly at least once in two years, and if the General Assembly shall fail to designate the rate for any year, the same shall be for the said 'Ohio and Miami University fund,' one thirtieth (1-30) of one mill upon each dollar of the valuation of such taxable property.

"Section 4. The said 'Ohio and Miami University fund,' as herein described, shall be distributed and paid annually, seven-twelfths (7-12) thereof to the treasurer of the Ohio University upon the order of the president of the board of trustees of the said Ohio University and five-twelfths (5-12) thereof to the treasurer of the Miami University upon the order of the president of the board of trustees of said Miami University.

"Section 5. The Governor is hereby authorized and required, within ninety days after the passage of this act, to appoint a board to be known as the State Normal School Commission, consisting of four judicious citizens of the state, not more than two of whom shall be of the same political party, who shall serve without compensation, and whose duty it shall be to make investigation upon the need and advisability of the future establishment by the state of one or more additional normal schools, and to consider in what manner and to what extent existing educational institutions other than those now supported by the state can be made more active and effective in the better training of persons for service in the public schools.

"Section 6. The State Normal School Commission shall, prior to the meeting of the Seventy-Sixth General Assembly, make full report of its findings and investigations to the Governor, who shall upon the organization of the General Assembly transmit to it said report with such recommendations as he may deem proper.

"Section 7. This act shall take effect and be in force from and after its passage."

It was in accordance with the provisions of this law that state normal schools were opened at Athens and Oxford, September, 1902. The work of these two schools is of a high order and it has very much in common, each offering two general courses. One course is designed to prepare teachers for the elementary schools, while the other is adapted to the needs of secondary teachers, principals and superintendents. The school at Athens occupies a fine new building, the first building in Ohio erected at state expense and dedicated to the cause of professional training of teachers. The erection of this building was due especially to the efforts of President Alston Ellis.

With the passage of the Seese Bill and the opening of the two state normal schools at Ohio and Miami Universities closes the long struggle for state normal schools. The schools at Athens and Oxford stand as a monument to eighty-five

years of struggle and to the patience, self-sacrifice and hope of the teachers of Ohio. It must not be thought, however, that the work of securing professional preparation for teachers is done, or that with the establishment of these state schools the teachers of Ohio are made a professional body. There yet remains the work of strengthening and developing the schools already established, and of securing state recognition for their graduates. There remains the work of establishing other schools of similar character, the work of creating a strong public sentiment in favor of professional teachers and of securing such legislation as will permit only the employment of teachers who have had especial academic and professional preparation for their given work. That already accomplished is great, that yet to be accomplished is even greater. Yet if we approach the work still to be done in the same spirit and with the same determination as have been evinced by the teachers of Ohio in the past, there is no reason to doubt that Ohio, with her abundant resources and her intelligent citizenship, may not be brought to insist that every teacher in her public schools be a professional teacher, be brought to supply adequate facilities for the professional preparation of all the teachers required for her schools, be brought to make teaching in Ohio a profession. The professionalization of teaching in Ohio is the work of the present, it is the work of the immediate future. To this end let every energy be directed.

PRIVATE NORMAL SCHOOLS

As was suggested above, the long delay of Ohio in providing state facilities for the preparation of teachers opened the way for the establishment of private normal schools. The number of such schools that have been established, flourished for a time and then died are numbered by the score. A few have continued to exist and two or three are at the present time in a prosperous condition. Of those that died, the McNeely Normal School has the most intrinsic interest, while the schools at Lebanon and Ada are the best illustrations of those that have survived.

The McNeely Normal School was located at Hopedale, Harrison county. The school as such was opened in 1852. It grew out of the theory that children, before they had attained some maturity, should not be separated from their parents and confided to boarding schools, and it rested upon the conviction that through the proper co-operation of citizens adequate facilities for all the earliest education might be provided at home. A farm of about two hundred acres was devoted to this work, and a ten acre plot was reserved in the center as the site of the "model country district school." A convenient, handsome, and commodious building was erected and the grounds were tastefully and beautifully ornamented. The struggle with the board of education, the open opposition and lack of co-operation of the citizens of Harrison county, however, doomed the school to failure from the beginning. Mr. Regal, who was in charge of the school, seeing the failure of the "anti-boarding school movement," resolved to carry forward the enterprise as a normal school and thereby make the school independent of the

local community. A substantial boarding-hall, known as Pumphrey Hall, was erected in 1855, and other needed improvements were made to this end.

In the meantime, the Ohio Teachers' Association, organized in 1847, had come to take an active interest in the establishment of normal schools. The State failing to provide facilities, Dr. A. D. Lord, who was then acting as the state agent of the Association, in his report of 1854 recommended the establishment of a normal school under the auspices of the Association. At the next annual meeting a letter was read from Cyrus McNeely, offering to transfer the school at Hopedale, valued at \$10,000, to the Association for the purpose of a normal school. This gift was accepted at the semi-annual meeting, held at Cleveland in 1855. A committee of eleven was appointed to take possession of the property; an endowment fund of several thousand dollars was pledged by the friends of the enterprise; a board of trustees was elected and the institution incorporated under the general law as the McNeely Normal School of Ohio. Dr. John Ogden was made principal, Mr. Edwin Regal was retained in the academic department, and Miss Betsey M. Cowles took charge of the model school. Within two years the Association, which was then supporting an educational journal and a field agent, as well as the McNeely Normal School, found itself heavily in debt. A strong appeal was made to the General Assembly to make the McNeely Normal a state school, but the appeal was made in vain. The Association, feeling unable to bear the financial responsibility any longer, tacitly transferred the school to Mr. Regal, and he carried it on as a private normal, though the Association continued to exercise a nominal control until 1875.

Under the alternate control of Mr. Regal and Mr. Brinkerhoff the school was brought to a considerable degree of excellence. Yet it always had its periods of prosperity and depression, and has now been closed for several years.

Like all the other private schools of this kind in Ohio, it was only a normal school in name. To be sure, instruction was always given in "theory and practice of teaching," and there were "review courses" for teachers, yet the training of teachers in no wise circumscribed the limits of its work. The school had a four year academic course and a four year college course. It thus canvassed the whole range of secondary and college instruction, and pure secondary and college instruction comprised at all times the major portion of its work.

The National Normal University at Lebanon grew out of the movement of the teachers of the State to provide professional training for themselves. In the summer of 1855, John Hancock, A. J. Rickoff, and others made a call to the teachers of Southwestern Ohio for a three weeks' institute. This institute was held in the buildings of Miami University. During the progress of the institute, the Southwestern State Normal School Association was formed. The aim and object of this Association was to establish and sustain in Southwestern Ohio a state normal school until aid could be obtained from the State. The trustees of the Association located the school at Lebanon. As an inducement, the trustees of the Lebanon Academy gave their building and lot. Alfred Holbrook was made principal, and the new school, under the name of the Southwestern Normal School, opened its doors November 24, 1855. By the end of the first year the

Association had enough of trying to manage the school, and it was turned over to Mr. Holbrook. The school has since been conducted as a private enterprise and is still in existence, though by no means as prosperous as formerly. Its name was changed in 1870 to the National Normal School and in 1883, to the National Normal University.

Until about 1864, the work of the school was limited to secondary instruction and the training of teachers. Since then the training of teachers has come to be but a part of the work of the school. There has been added gradually a "College Course," "Business Course," "Engineers' Course," "Law Course," etc.

Under the management of Mr. Holbrook, the school developed to enormous proportions and achieved no little fame. Education was made "cheap" and "practical," and students were attracted from all over Ohio and from many different states. Though Lebanon, like the other private normal schools of the State, has made some little education possible to many a poor boy and girl, though Lebanon has prepared more teachers, in her way, for the rural schools than any other one school of the State, and though some of the foremost schoolmen of the State to-day received their preparation at Lebanon, yet at the same time she has done much harm. She, like other private normals, has constantly held before her students low ideals of preparation and consequently a low conception of education. Though she has given to the world many a strong man that perhaps would otherwise have been lost, she has also turned loose upon it many a "half-baked" product.

The Ohio Northern University at Ada grew gradually out of the private endeavors of H. S. Lehr. In the spring of 1866, Mr. Lehr proposed to the school officials of Ada to teach their school for sixty dollars per month, providing he might have the use of the school building for a select school when the public schools were not in session, and providing that if he was successful in procuring foreign students, the citizens of the town and vicinity would help him erect a suitable building for normal school purposes.

Notwithstanding a new brick structure had been built, by the fall of 1870 the foreign students numbered one hundred and twenty, and there was need of a new and larger building. By the aid of the citizens, Mr. Lehr was enabled to erect the desired normal school building, which was opened August, 1873. Although grievous financial difficulties confronted the school, it continued to be successful and grew in numbers.

In the autumn of 1875, the Northwestern Ohio Normal School, located at Fostoria, was consolidated with the Ada school. The work of the school was gradually broadened until it comprised, in addition to a Teachers' Course, a College Course, a Course in Pharmacy, Engineering, Law and Music. The school continued under the general direction of Mr. Lehr until 1898, when it was sold to the Methodist Episcopal Church and its name changed to the Ohio Northern University.

The school at the present time is in a prosperous condition; it is rapidly increasing its facilities and offers the following courses: Literary, Musical, Fine Arts, Elocutionary, Stenographic, Pharmaceutical, Commercial, Engineering, Telegraphic and Electrical.

CITY NORMAL AND TRAINING SCHOOLS

The city normal and training schools of Ohio grew out of the demand in the more populous, wealthy and progressive cities for better prepared teachers. To supply this demand, various cities of the state established their own training schools. The following are among the cities having or having had such schools and the date of foundation: Cincinnati, 1868, lately closed; Dayton, 1869; Cleveland, 1872; Sandusky, 1873, abandoned; Columbus, 1883; Toledo, 1893.

These schools are supported at public expense; they are under the control of the board of education and superintendent and the direct charge of a principal. The aim of these schools is to prepare teachers for their respective city. Admission is fixed at high school graduation. The course of study, as a rule, extends over two years and includes some advanced academic work, a careful review of the common school branches, a study of the principles of education and practice in teaching. Upon graduation, the students pass, providing there is an opening, directly into the work of the city schools. These city normal and training schools have done much in raising the standard of preparation, in improving methods of instruction, and in creating a professional spirit in their respective cities.

To summarize the history of normal schools in Ohio it may therefore be said that the struggle for state normal schools extended over a period of eighty-five years. In this struggle the best and greatest school men of Ohio have participated. Out of this struggle have come at least two main thoughts: (1) that Ohio should establish two types of normal schools, one having as its object the training of elementary school teachers, the other seeking to educate young men and women for work in high schools and for educational leadership. (2) That the present state institutions should be utilized, as far as possible, as a means of preparing teachers. The immediate outcome of the struggle is the state normal schools at Ohio and Miami Universities, that stand as a monument to all those who have labored for state preparation of teachers, and especially to the untiring labors of Hon. Charles F. Seese, Hon. Lewis D. Bonebrake, and Dr. Alston Ellis. The failure of the State to meet its legitimate obligations and provide state facilities for the preparation of teachers opened the way for the establishment of private normal schools. Originally their purpose was to train teachers, but they gradually extended their work over the whole field of modern education. They made education "cheap" and gave it a "practical" turn and brought it within the reach of the poor. On the whole they have done much good, especially in their immediate community, yet they have sown much bad seed. And, finally, city normal and training schools arose to meet the educational needs of given communities, and this they have done to a greater or less extent.

CHAPTER XXVII

UNIVERSITIES OF OHIO

UNIVERSITIES OF OHIO

[For the historical sketches of the colleges following we are indebted, by permission, to the Centennial Volume of the Ohio State Archæological and Historical Society.]

THE history of Ohio's colleges and universities is a record of sacrifice, of devotion and of achievement. The results of this work are known only in part but to a much less degree even are we acquainted with the trials and sacrifices that mark the early history of nearly every college in the state. It is possible that mistakes were made in those pioneer days; the judgment given was not always unerring but we must recognize now that there was a lofty patriotism in those early founders and that their motives were as pure as their deeds were unselfish.

These colleges reflect the spirit of the state in its development. They have always lacked uniformity and have been the outgrowth of an attempt to meet local needs. Accordingly the spirit of individualism and of self-government is everywhere manifest. Ohio has furnished a sample of nearly every variety of college known to the American people. As her citizenship has been of the greatest variety yet withal sturdy, patriotic and genuinely American, so her colleges have kept the Ohio idea in a state of vigorous activity.

The space allotted will permit but brief mention of the most characteristic features of these institutions. In order that we may discover their foundation and mode of government the following classification is made:— 1. Colleges founded on the Congressional reservations. 2. Colleges incorporated by private individuals with power to elect their own successors and control the property and funds. 3. The denominational college. 4. The City University. 5. The State University founded on the Morrill act in Congress and the statutes of Ohio.

THE OHIO STATE UNIVERSITY, COLUMBUS, FRANKLIN COUNTY, FOUNDED 1870

This institution differs from all other educational institutions of the state in a number of particulars. In the first place, unlike all others, it is not a corporation. Its trustees, seven in number, are appointed by the governor, for the term of seven years, and confirmed by the Senate. Their powers and duties are all prescribed by law. Among other limitations they may not incur an indebtedness except by the consent of the legislature and as provided for by law. The ownership of the property is vested in the state of Ohio. There are advantages and disadvantages in this method. It insures a conservative management and expenditure of funds. This is important to state institutions of all kinds. Inasmuch as all appropriations

must be provided by the legislature the university is held to a careful regard for the intelligent public opinion of the state. There being no corporate rights to be forfeited the legislature might, at any time, change the character, alter the methods or entirely abolish the institution. On the other hand, the limitations of the State University are such as to hinder it from meeting emergencies as they arise, or devising plans looking far into the future. There is a limit to the resources available from the state, and this limits as well what may be undertaken.

In origin the institution is unlike all others in the state, as will appear from the following sketch:

What is now commonly known as the Morrill Act was a land grant made by the United States under an act approved by President Lincoln, July 2, 1862, which provided that there should be granted to each state an amount of public land equal to thirty thousand acres for each senator and representative to which the state was entitled by the apportionment of the census of 1860. The proceeds under this act were to constitute a perpetual fund, the capital of which was to remain forever undiminished, and the interest of the same was to be inviolably applied by each state which should take and claim the benefits of the act to the endowment, support and maintenance of at least one "college where the leading objects shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the legislature of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Under this law Ohio received in 1864 certificates of scrip for 630,000 acres after the legislature had formally accepted the conditions of the trust. The auditor of state, the treasurer of state and the secretary of state were made a commission to advertise for and receive proposals for the purchase of the scrip. The greater portion of the scrip sold at fifty-three cents an acre. The receipts amounted in all to \$340,906.80. By law this became a part of the irreducible debt of the state, on which six per cent. interest is paid. As the school was not opened until 1873, the interest was from time to time added to the principal. In 1871 Congress gave to the state of Ohio all unpatented surveys within the Virginia Military District, and in 1872 the state gave these lands to the university. These lands have been sold from time to time, and the proceeds turned into the state treasury as part of the irreducible debt of the state, constituting an endowment fund for the university. The fund now amounts to something more than \$550,000.

Governor Tod, in November, 1862, brought the subject of accepting the Morrill grant before the State Board of Agriculture, and later, to the attention of the legislature. In January, 1864, Hon. Columbus Delano introduced a bill accepting it. This became a law February 9th, 1864, and pledged the faith of the state to the performance of all the conditions and provisions contained therein. In 1866 an act, introduced by Hon. J. T. Brooks, was passed, which provided for the establishment of the Ohio Agricultural and Mechanical College, but the provisions were not carried into effect, and a second act, introduced by Hon. R. P. Cameron, was passed in 1870, entitled "An act to establish and maintain an Agricultural and Mechanical College in Ohio." Under the provisions of this act

the institution was located in Columbus, and the board proceeded to the organization of the college and the election of a faculty of instruction, and the institution was opened for the reception of students on the seventeenth day of September, 1873.

In 1878 the legislature passed "An act to reorganize and change the name of the Ohio Agricultural and Mechanical College and to repeal certain acts therein mentioned." The act provided that the institution should be thereafter designated as "The Ohio State University." Up to this time but one appropriation had been made by the state for the support of the institution. With the reorganization came the larger and broader view of the state's relation to public education, and since that time the Ohio State University has shared with other public educational institutions a more generous support by the state.

The Ohio State University comprises six colleges, as follows:

The College of Agriculture and Domestic Science consists of those departments represented in the course leading to the degrees of Bachelor of Science in Agriculture, Bachelor of Science in Horticulture and Forestry, and Bachelor of Science in Domestic Economy, and in the course in Dairying, the short course in Agriculture, and the short course in Domestic Science.

The College of Arts, Philosophy and Science consists of those departments represented in the courses leading to the degree of Bachelor of Arts, Bachelor of Philosophy and Bachelor of Science. After June, 1903, all courses in this college will lead to the degree of Bachelor of Arts.

The College of Engineering consists of those departments represented in the courses leading to the degree of Civil Engineer, Civil Engineer in Architecture, Engineer of Mines, Engineer of Mines in Ceramics, Mechanical Engineer, Mechanical Engineer in Electrical Engineering, and Bachelor of Science in Industrial Arts and Manual Training, Bachelor of Science in Chemistry or in Metallurgy; in the Short Course in Clay-working and Ceramics, and in the Short course in Mining.

The College of Law consists of those departments represented in the course leading to the degree of Bachelor of Laws.

The College of Pharmacy consists of those departments represented in the courses leading to the degree of Bachelor of Science in Pharmacy, and in the Short Course in Pharmacy.

The College of Veterinary Medicine consists of those departments represented in the course leading to the degree of Doctor of Veterinary Medicine, and to a certificate of Veterinary Surgeon.

The Graduate School has been organized with a board of management and is making steady progress.

Each college is under the direction of its own faculty, which has power to act in all matters pertaining to the work of students in that college.

THE GROWTH OF THE UNIVERSITY

In 1873 the school was opened with 17 students; in 1883 the roll was 355; in 1893 the roll was 642; in 1903 the roll was 1717. The preparatory department was abolished in 1895.

The original building has been enlarged and the university now uses for instruction sixteen buildings. In 1873 the faculty comprised a president and seven professors. In 1903 more than one hundred and thirty persons are engaged in the work of instruction. There are thirty-eight distinct departments of instruction and the laboratories for instruction in the several sciences are not surpassed in the Central West.

The finances of the institution have not grown as rapidly as demands require. The sources of income are, first, the interest on the endowment; second, the annual grants from United States Congress under the provision of the second Morrill act; third, receipts from the fees of students; fourth, miscellaneous receipts from rentals and incidental accounts; fifth, the proceeds from the state levy. This last item is one-tenth of a mill on the grand duplicate, amounting to about \$200,000 annually. For four years past the legislature has provided five one-hundredths of a mill additional, which has been used for the erection and equipment of needed buildings.

THE UNIVERSITY OF CINCINNATI, CINCINNATI, HAMILTON COUNTY, FOUNDED 1870

The University of Cincinnati is unique among educational institutions in that it enjoys the distinction of being the only city university in the state. Although established by law as late as 1870, at least one of the colleges now incorporated by law with the university was organized as early as 1819. A charter for a university in Cincinnati was granted in 1818. Later, organizations were effected, and now these local movements have, in the main, been in some form consolidated with the University of Cincinnati. The university thus gathers up tradition and history united with present comprehensive plans, and looks to the future for the realization of long cherished desires. In carrying these forward generously disposed citizens have contributed toward buildings and equipment, and the city, as authorized by law, levies an annual tax for the support of the university in the same way it provides for the expenses of the public schools.

The history of the organization is substantially as follows: The general assembly of Ohio passed an act entitled "An act to enable cities of the first class to aid and promote education." This became a law April 16, 1870. On March 14, 1871, the common council of Cincinnati passed an ordinance to provide for the university. The first section, which refers to the transfer of control and management, is as follows:

SEC. 1. *Be it enacted, etc.,* That the board of directors established by the ordinance passed December 12, A. D. 1859, entitled "An ordinance to provide for the devise of Charles McMicken to the city of Cincinnati," are hereby authorized and directed to transfer and deliver over all the estate, property, funds and claims held or controlled by them, and all books and papers, relating to the same, to the board of directors established by said act, passed April 16, 1870, and elected by said common council December, 1870, and the custody, management and entire administration and control thereof shall henceforth be entrusted to said last-mentioned board, subject to the provisions of the last will of the said Charles McMicken and of the act aforesaid.

Owing to some losses and shrinkage it became evident that the McMicken estate would not fully meet the conditions contemplated in the will. After a period of accumulation the city council appointed a committee to report as to the practicability of the union of the various educational trusts in Cincinnati — notably the Cincinnati College, the Mechanics' Institute and the McMicken University. This movement met with approval, and resulted in the passage of the act of April 16, 1870. Under the provisions of this act instruction was begun by the teachers of Woodward High School in September, 1873, and in 1874 the academic department was opened. In 1872 the Cincinnati Astronomical Society, founded in 1842, surrendered its property to the city for the university. In June, 1895, steps were taken looking to a medical department, which resulted in bringing the Medical College of Ohio, founded in 1819, into organic relation to the university, and an act authorizing such relation was passed by the legislature of Ohio May 1, 1896. Next came the organization of the department of law, and on June 14, 1897, the final terms of the contract were agreed to by which the Cincinnati Law School became a part of the university. Two other schools are affiliated with the university — the Clinical and Pathological School of the Cincinnati Hospital in 1887, and the Ohio College of Dental Surgery in 1888.

The appointment of trustees by the act of 1870 was vested in the city council with the provision that six should be appointed from persons nominated by the board of education. Some changes in the mode of appointment were made until on February 18, 1892, an act was passed that provided for the appointment "by the judge or judges of the Superior Court of such cities where the same have such a court; otherwise, by the judge or judges of the Common Pleas Court of the county in which such cities are located."

After twenty years of occupancy of the building on McMicken avenue, it was found unsuitable for university purposes. It became necessary to remove if the purpose of the McMicken will was to be fulfilled. A petition was presented to the council, and authority given to remove to Burnet woods. The authority for such removal was a matter of doubt, and a friendly suit was instituted to determine the question. This resulted in a decision of the Circuit Court affirming the right of removal. This was affirmed by the Supreme Court in March, 1893. Thus the most important question was forever settled. On September 22, 1894, the cornerstone of McMicken Hall was laid, and the building was ready for use September, 1895. In 1895 Henry Hanna gave \$50,000 for the erection of Hanna Hall for chemistry and civil engineering. In 1889 Mr. Briggs S. Cunningham erected Cunningham Hall for physics and biology at a cost of \$60,000. In 1898 Asa Van Wormer gave \$50,000 for the Van Wormer Library. In 1901, through Hon. M. E. Ingalls, an anonymous benefactor gave \$22,500 for the construction of a shop for the College of Engineering. Other benefactors have come forward with provision for needs. The endowment fund of \$100,000 given by David Sinton is an encouraging fund. The property and endowment now represent substantially a million dollars, exclusive of the annual income. The government is by a board of eighteen directors appointed by the Supreme Court, in six classes, for the term of six years. The mayor of the city is *ex-officio* a member of the board.

MIAMI UNIVERSITY, OXFORD, BUTLER COUNTY, FOUNDED IN 1809

Ten days after the adoption of the Ordinance of 1787 Congress adopted the report of a committee which provided that the board of treasury should be authorized and empowered to contract with any person or persons for a grant of certain land lying to the north of the river Ohio. Pursuant to this John Cleves Symmes made a petition for a grant of land between the two Miami rivers. The grant originally for one million acres was modified to as much as Symmes and his associates could pay for. In this grant one township was reserved for the support of an institution of learning. In the disposal of these lands it happened that the terms of the contract could not be literally fulfilled and it was agreed to by Congress in a report submitted by Hon. John Randolph that a substitute township in the Cincinnati district might be used as meeting the conditions of the grant. Lebanon, Warren County, was first selected by a committee and the report signed by Alexander Campbell and James Kilbourne. This fact that the third member had not met with the committee gave rise to a debate in the legislature and the location was finally fixed in Oxford Township, Butler County. When the title had been made secure the legislature in 1809 passed an act creating a body politic and corporate to be known as, "The president and trustees of Miami University." A board of trustees was appointed and subsequent legislation looking toward complete organization was passed. The legislature in 1809 provided for leasing the lands with a revaluation every fifteen years. The next year the provision for revaluation was repealed and entailed a result similar to that narrated in the sketch of Ohio University. In 1818, Rev. James R. Hughes under the direction of the trustees opened a grammar school. It has been usually stated that this school was opened in 1816 but the records of the trustees do not warrant the statement. In 1820 a contract was made for the central portion of the present main building. In 1824 the University was opened and the first class, consisting of twelve men, was graduated in 1826.

The first president, Rev. Robert H. Bishop, D. D., was a sturdy Scotchman whose strong personality dominated the ideals of the new college. Associated with him were men equally attached to the classical education. The early curriculum shows the superiority of the men and it is doubtful whether any modern college represents a classical course superior to that offered at Miami seventy-five years ago. The college became noted for its public spirit and the record of its men brought it a national reputation. From time to time some enlargement was proposed but did not succeed. A law school at one time and a medical school at another were proposed but failed. A normal class was sustained for some time but gradually fell into disuse. The school had been built upon the classical pattern and the alumni regarded lightly any other conception. For seventy-five years it was a consistent and high grade small college of the classical type.

The institution had suffered from lack of revenues and became so involved that the trustees closed the doors in 1873. In 1885 the University was re-opened. During this time the buildings were leased for a private school and the funds

were allowed to increase. In 1885 the state made the first appropriation to repair the buildings and continued small appropriations from year to year until 1896 when a levy was provided for the permanent support of the University. In 1902 the legislature established a state normal school at Oxford under the control of the trustees of Miami University and made provision for its support by doubling the levy for the University. The annual income now is approximately sixty-five thousand dollars. The institution is governed by a board of twenty-seven trustees appointed for the term of nine years in three classes. They are appointed by the governor of Ohio subject to confirmation by the Senate. The institution adopted coeducation in 1896 when the state levy was provided for its support. Prior to that time a limited number of young women had enrolled but the policy of coeducation was not formally adopted. This with the establishing of the normal school marks a new era in which the older customs and traditions will gradually be displaced by the more modern ideas of education.

COLLEGES FOUNDED AS CLOSE CORPORATIONS BY PRIVATE INDIVIDUALS

A second class of colleges may be described as institutions under private or personal control. Under the constitution of Ohio the statutes provide for the incorporation of colleges and universities. It has been the custom so far to relieve property devoted to education from taxation and thus encourage such institutions by a free opportunity to carry on the work of education as the wisdom of a select body of men may desire. These institutions are what is known as close corporations in that the trustees elect their own successors and thus definitely and permanently fix the policy and character of the college. They are free from any ecclesiastical control although usually controlled by trustees unwilling to separate the interests of religion from those of education. In the popular mind these colleges were at first regarded as denominational colleges but as the idea of denominational control and support was developed they were less closely related to the church and depended upon individuals for endowment. In some regards these colleges are superior to all others especially in that the management being self-perpetuating may also perpetuate the policies approved by the boards and in that they are less liable to interference by any outside influences. In the East this type of college is common. In the West sentiment has turned to the denominational and state institutions. Some of the institutions of this class have prospered, notably Oberlin and Western Reserve, while others have languished. Christian people have gradually attached themselves to the denominational colleges and thus withdrawn both support and patronage. Those favorably located or having a large and wealthy alumni have usually been able to command the funds necessary to meet the demands of modern education. Other colleges of this class have suffered in patronage and funds owing to the fact that their natural and original constituency has been steadily drawn to colleges of another type. Their close though not formal relation to the church has made them highly useful to the denominations but their

future growth is nevertheless threatened except in cases where the natural alliance is with denominations whose form of government does not in any formal and authoritative way assume the direction and control of educational agencies. In this group of colleges under private control there are eight.

FRANKLIN COLLEGE, NEW ATHENS, HARRISON COUNTY

Prior to 1825 there had been for some time a school known as Alma Academy. In 1825 the name was changed to Alma College and in 1826 to Franklin College. The founders of this college were chiefly of the Scotch-Irish stock that settled in Western Pennsylvania and Eastern Ohio. Many of the early trustees were of the Calvinistic faith and belonged to the several branches of the Presbyterian communion. The college became involved in the slavery agitation and finally divided so that New Athens had the distinction of two colleges — one proslavery and the other antislavery. Providence College which was proslavery soon languished and its property was bought by the other. These stirring days with their slavery debates produced some vigorous men. Able and learned men were in the faculty. We are not surprised therefore to see in the alumni roll such names as George W. McCook, John A. Bingham, William Kennon, member of Congress, friend and adviser of Jackson, John Welch of the Supreme Court of Ohio, Joseph Ray, author of the arithmetics so long in popular use in Ohio and adjoining states, and many others of equally worthy character. The war, as in many other colleges, practically emptied the class rooms so that during one year of that period as few as twelve students were enrolled. In recent years the college has lacked funds to expand in response to the demands upon higher education. This has resulted in a limited attendance and the relative decline of the college as compared to earlier days. The alumni have been useful citizens and many of them have risen to distinction. Its location is not liable to bring to it in the future more than a local patronage.

WESTERN RESERVE UNIVERSITY, CLEVELAND, FOUNDED 1826

Western Reserve University at present embraces six organizations, all under the general management and control of the Board of Trustees. It will serve our purpose best to give separate accounts of these.

ADELBERT COLLEGE

This college, which in earlier days was Western Reserve College, located at Hudson, was of New England origin and type. As early as 1801 a petition by certain residents of the Reserve was presented to the Territorial Legislature asking for a charter for a college to be located in that region. This for reasons known only to the dead, was not granted. In 1803, after the admission of Ohio into the Union, the petition was renewed, and the "Erie Literary Society," with full College powers, was organized. Accordingly a building was erected and an academy opened in 1805 at Burton. During the early years of this academy

the Presbyteries of Grand River and Portage had organized an Educational Society for the purpose of educating young men for the ministry. They made proposals to the Erie Literary Society to establish a theological department. After a brief trial it was believed that Burton was not a suitable location in which to develop plans for education, and a request for a change of location was made.

On account of property limitations the request was not granted. The managers of the educational fund withdrew in 1824 and began their efforts for a new location. The Presbytery of Huron became interested in the movement. The outcome was that twelve men representing the three Presbyteries named above became a board of trustees, held their first meeting February 15, 1825, drew up a charter, and were incorporated as Western Reserve College, February 7, 1826. Hudson had been selected as the location. The corner stone of the first building was laid April 26, 1826, and the building occupied in 1827 when the preparatory department was opened. The organization was that of a close corporation. The trustees had full power to elect their own successors, and no restrictions whatever were made in respect to manner of election, qualifications of members, term of service, religious creed or residence. The control of the state was limited to amending the charter with the provision that no fund or property of the college should ever by law be appropriated to any other purpose. As a matter of fact, the original trustees were either ministers or members of the Presbyterian and Congregational churches then co-operating under what was known as the "Plan of Union." At that time there was no such thing known as a denominational college or state university as we now know them. These men followed the New England model of organizing a college under Christian auspices, as has been done in so many instances. The objects of the founders were "to educate pious young men as pastors for our destitute churches," "to preserve the present literary and religious character of the state and redeem it from future decline," and "to prepare competent men to fill the cabinet, the bench, the bar and the pulpit." The charter provided that the plan should include instruction in the liberal arts and sciences, and at the discretion of the trustees additional departments should be organized for the study of any or all the liberal professions. The early founders were men who had been educated in New England — chiefly at Yale — and were guided in their work by their own education. In 1828 Rev. Charles Backus Storrs was appointed professor of Christian Theology, and became president in 1830. The Theological department was continued until 1852. In 1876 discussion became earnest with reference to removal to Cleveland. The comparative advantages and disadvantages of the two locations were freely discussed in all quarters. President Carroll Cutler became strongly in favor of removal. In 1880 the late Amasa Stone offered the sum of five hundred thousand dollars in case of removal, and the change of name to that of "Adelbert College of Western Reserve University," the location to be upon a suitable campus to be provided by the citizens of Cleveland. The trustees decided to accept the proposition of Mr. Stone, and in September, 1882, Adelbert College, so named in memory of an only son drowned while a student at Yale, was opened in Cleveland. The property at Hudson is

now used as Western Reserve Academy. Since the removal the gift of Mr. Stone has been supplemented by many others, and the college has entered upon a new and vigorous ilfe.

THE MEDICAL COLLEGE

In 1843 the Cleveland Medical College was organized, and on February 23, 1844, the charter of Western Reserve College was so amended as to allow the establishment of the medical department in Cleveland. The relation was nominal for a long time, but in 1884 the medical school became an organic part of the university, and the graduates in medicine now receive their degrees from the university. This college has graduated more than two thousand physicians, and in recent years has been greatly strengthened in equipment and endowment. Its entrance requirements and course of instruction give it rank as one of the highest grade in the country. The course covers four years.

THE COLLEGE FOR WOMEN

Western Reserve College, without formal action one way or the other, had become coeducational. This was not the original intention or practice. Coeducation had become a fact through popular demand and the consent of the president. On December 7, 1887, the Honorable Samuel E. Williamson introduced a resolution which the trustees adopted providing that thereafter Adelbert College should educate men only. The resolution also suggested the propriety of provision by the university for the founding of a college of equal grade for women. On that same day the following resolution was adopted:

WHEREAS, The trustees of the university are strongly impressed with the necessity of providing for young women facilities for higher education equal to those now furnished to young men, and the abandonment of co-education by Adelbert College makes this especially an opportune time for establishing here a college for women which shall offer advantages equal to those afforded by similar institutions of the first grade elsewhere; and,

WHEREAS, The president has received encouragement that, both as to instruction and funds, for the preliminary work, interested friends are ready to come to the front and generously assume responsibilities if there be hope of success in so laudable an undertaking;

Resolved, That the president be requested to take such steps as shall seem to him expedient to establish such a college for young women, to be known for the present as The Cleveland College for Young Women, with the express understanding, however, that none of the funds of any existing department of the university shall be applied to its establishment or support.

Out of these resolutions grew the movement that resulted in the organization of what is now known as "The College for Women of the Western Reserve University." In September, 1888, the college opened in rented quarters, and for the first three years depended almost exclusively on the services of the faculty of Adelbert College, gratuitously offered as a contribution to the establishment of the new movement. The college now has a separate faculty; has received a number of gifts; is provided with adequate buildings in a beautiful location, and has become one of the important factors for the education of women in Ohio. The degrees are granted by the university of which the College for Women forms an integral part.

THE FRANKLIN T. BARCUS LAW SCHOOL

The department of law here, as in most universities, has been a growth in response to a demand for better legal training. In 1892 a school was opened in rented quarters, and in 1893, in recognition of an endowment provided by Mrs. Backus, of Cleveland, and in honor of her husband, the name was changed to "The Franklin T. Backus Law School of Western Reserve University."

Candidates for the degree of Bachelor of Laws are required to have sufficient education to enter college. This rule has been in force since 1900. As in other colleges of the University, the degrees are granted by the University.

THE DENTAL COLLEGE

This department was organized in 1892, and as a college is an integral part of the university, under full and direct control of the trustees. The work in the College is associated with the Medical College in that the students in dentistry are given instruction in several branches of medicine. The course covers four years, and the requirements for entrance and graduation are those established by the National Association of Dental Faculties.

THE GRADUATE SCHOOL

When the organization of the University had been substantially completed after the removal to Cleveland, the graduate department of instruction was organized in 1892 by the co-operation of the two faculties of Adelbert College and the College for Women. This is open to both sexes, and aims to furnish to graduates of any college of good standing opportunity to pursue graduate work looking especially to the Master's degree in Arts and the Doctorate in Philosophy.

OBERLIN COLLEGE, LORAIN COUNTY, FOUNDED 1833

Oberlin was the fruit of the missionary spirit. It was not the interest of the Church nor yet of the State, but the broader conception of humanity and its needs that led Rev. John J. Shipherd, pastor of the Presbyterian church of Elyria, and his friend, Philo P. Stewart, a returned missionary whose health had failed while working among the Choctaws in Mississippi, to devote themselves to the enterprise of establishing Oberlin Colony and the school. These men had talked and prayed together over the needs of the increasing population in the great Mississippi Valley, and, like many other pioneers, felt the pressure of duty to do something to meet the situation. This is none other than the genuine Home Missionary enthusiasm of which we have seen so much in the past generation. In 1832, while on their knees in prayer, there came to the mind of Mr. Shipherd the outline of a plan to secure a large tract of land on which a Christian community could be realized. A Christian school was to be the center, and by a solemn covenant the people were to pledge themselves to the spread of the kingdom of God. This covenant enforced plain living and a community of interest, while preserving the rights of private property. The school was expected to

train teachers, Christian citizens and a ministry for the destitute fields of the great Mississippi Valley.

The name of Oberlin was selected in view of the devoted labors of a German pastor, John Frederick Oberlin, whose life had been spent in redeeming an ignorant and degrading population in his parish in Eastern France. This was in 1832. A journey to the east was undertaken by Mr. Shipherd in the interest of the enterprise. A gift of five hundred acres for a manual training school was secured from Messrs. Street and Hughes, of New Haven, Connecticut, and an arrangement to buy five thousand acres at one dollar and a half an acre, which was to be sold to the colonists at an advance of one dollar an acre, thus providing a fund of five thousand dollars for the school. The Oberlin covenant was drawn and served the purpose of limiting the settlers to a desired class of people. Later it fell into disuse. Mr. Shipherd continued his efforts by soliciting for colonists and for money for students. When he returned to Ohio, in September, 1833, Mr. Shipherd had secured a number of families, students, teachers, and a fund of nearly fifteen thousand dollars. If anyone doubts the enthusiasm and moral earnestness at Oberlin he should read the detailed account of John J. Shipherd. Meantime Philo P. Stewart had been giving general oversight to the enterprise in Ohio. Peter P. Pease, the first settler and a member of the first board of trust, had gone to the present site and cleared away the forest and made preparation for the coming of the colonists and the erection of a building for the school. This was in the heart of the forest. However great the undertaking was, the fact stands that the school was opened December 3, 1833, at which time there were eleven families in the center of the woods, and forty-four students—twenty-nine young men and fifteen young women—at the school. No other such foundation has ever been laid in the West. It was inevitable that such a spirit should bear fruit.

In February, 1834, the legislature chartered the Oberlin Collegiate Institute, and in 1850 the name was changed to Oberlin College. The first circular was issued in March, 1834. This circular and the charter set forth clearly the conceptions of the men of those days as to the mission of the "Institute," and in a large measure the spirit of Oberlin has remained to this day. She is still inspired with an enthusiasm for humanity, and places her scholarship on the altar of service. We read, "The grand objects of the Oberlin Institute are, to give the most useful education at the least expense of health, of time, and money; and to extend the benefit of such education to both sexes and to all classes of the community, so far as its means will allow. Its system embraces thorough instruction in every department, from the infant school up through a collegiate and theological course. While care will be taken not to lower the standard of intellectual culture, no pains will be spared to combine with it the best physical and moral education. Prominent objects of this seminary are, the thorough qualification of Christian teachers, both for the pulpit and for schools; and the elevation of female character, by bringing within the reach of the misjudged and neglected sex all the instructive privileges which have hitherto unreasonably distinguished the leading sex from theirs."

This declaration of principles definitely committed Oberlin to co-education. In this she was the pioneer. The question was not even discussed. The work began and common sense did the rest. The history of Oberlin in this respect will bear the most careful investigation. The men have not been robbed of their glory nor the young women of their charms. Scandal has not invaded the campus, and the hosts of alumni and alumnae living for scholarship and good citizenship afford an evidence that cannot be set aside by modern objections.

Oberlin began with the feature of manual labor. This was no doubt done from the best motives, but experience has always proved that student labor is expensive in two directions: First, the institution pays a high price for everything produced by such labor; and second, the student either sacrifices his education or the time of his employer. The result is the same in either case, and Oberlin soon saw that she could not afford the experiment. For this same reason, among others, all technical education becomes expensive to the institution and demands larger incomes in order to maintain it. Oberlin was also committed to the Christian conception of education. To this she has steadily adhered. The graduates have supported the ideal, and the faculty has been foremost in promoting it. The work of President Finney will long remain. However, it is only true to say that his ideals have inspired the college, and at this date there is no college in Ohio where the religious and the spiritual are more cherished or where a sane and rational religious life is better exemplified.

The admission of colored students was another feature that brought Oberlin into discussion. At the outset Mr. Shipherd stood for it on the broad ground of humanity that moved him to found the college; on the ground that education of the negro was essential to his progress; and on the ground that Christian people, and especially a Christian school, could not deny the colored man an opportunity. There was some feeling in his day, as his correspondence will show, but the cause triumphed. In the days of the slavery agitation Oberlin was brought prominently into the discussions. It brought trouble, made some enemies and some friends. Oberlin was on the right side, and the right prevailed. In the end the reward came, and the country now honors the college for the position. The colored students have not been a large factor, and in the future will probably be fewer in number. The position of Oberlin has been approved, and the colored student is now recognized in all the northern schools. In addition to this, there are ample provisions for his higher education in nearly every state. Oberlin fought his battle and the country approved the position.

In many other progressive movements and reforms Oberlin has been active and borne her full share. Truth and righteousness with full liberty to the individual have always been held sacred. The college has been widely influential in the mission field abroad and at home. In this she has realized the hope of the founders. Her scholarship has been alert to duty. There is, perhaps, no better example of the advantage of a close corporation in managing a great educational enterprise. The college has been free from any interference by church, state or factions outside. The management has been true to the ideals of the college, and the friends are coming to her support with increasing endowments. In this work the school of theology has been of great importance. The Oberlin men have

stood for a free and progressive scholarship, always strongly attached to evangelical theology. Her preachers have been useful and honorable men, the larger number being in the Congregational church.

Mention should be made of the work in music. The Oberlin conservatory has long enjoyed an enviable reputation. This department was formally organized in 1865, and now occupies a building costing not far from \$200,000, well appointed for the uses of a conservatory. No better single building is to be found in the country for such purposes. The musical library contains about 14,000 volumes.

Oberlin stands to-day as closely approximating the ideal Christian college. In community, in environment for the student, in equipment, in ideals, in historic college spirit, in wholesome ideas as to scholarship and religion, there are few to surpass. Her constituency is in every land, and her scholars are at work in every field.

LAKE ERIE COLLEGE AND SEMINARY, PAINESVILLE, LAKE COUNTY, FOUNDED 1847

Lake Erie College and Seminary is the successor to Lake Erie Female Seminary, and this in turn is successor to Willoughby Female Seminary, founded at Willoughby, in 1847.

For nine years a seminary for young ladies was conducted at Willoughby on the plan of Mt. Holyoke Seminary, as suggested by Miss Mary Lyon, who had founded Mt. Holyoke in 1837. The success of her movement drew to it the attention of people in the West interested in the education of young women. These seminaries were without endowment, and by introducing the plan of self-help in the form of domestic service were able to give the education then thought desirable for young women at moderate expense and under satisfactory government and discipline.

Willoughby Seminary was under the direction of Mt. Holyoke graduates and prospered greatly during its life. Unfortunately its buildings were destroyed by fire in 1856. At this juncture the plans for enlargement, previously discussed, were taken up anew, and the question of location became involved. After full discussion, the trustees, by a majority of one, decided to locate at Painesville upon a slightly different basis. Accordingly the Lake Erie Seminary was incorporated in 1856 and located at Painesville, where they had secured fourteen acres of ground one-half mile west of the town. A building one hundred and eighty feet by sixty feet, four stories high, was erected, and the school opened on the residence plan. The organization is a close corporation with full power to perpetuate itself. The main features of the seminary were taken from the Mt. Holyoke plan, which, in Miss Lyon's words, embrace the following features: "Buildings for the accommodation of the school and boarders, together with furniture and all things necessary for the outfit, to be furnished by voluntary contributions, and placed, free from encumbrance, in the hands of trustees, who should be men of enlarged views and Christian benevolence." "Teachers to be secured possessing so much of a missionary spirit that they would labor faith-

fully and cheerfully, receiving only a moderate salary compared with what they would command in other situations." "Style of living neat, but plain and simple." "Domestic work of the family to be performed by members of the school." "Board and tuition to be placed at cost, or as low as may be, and still cover the common expenses of the family, instruction, etc." "The whole plan to be conducted on the principles of our missionary operations; no surplus income to go to the teachers, to the domestic superintendents, or to any other person, but all to be cast into the treasury for the still further reduction of expenses the ensuing year."

Upon this plan, substantially, the seminary was operated, giving the usual courses of instruction in those days, in which Bible study was prominent. Steadily the scheme of education was enlarged, and in 1898 the seminary changed its name to correspond to the work then offered, and became a college with power to grant the usual collegiate degrees. The change in name indicates a wide departure from the earlier days in the content of the curriculum, but does not indicate any essential change from the principles that have been cherished through the history of the movement. The aim of such colleges is to furnish separate education for women of a grade equal to that offered in standard colleges. Nearly four thousand students have enrolled at this college in its life at Painesville.

**ANTIOCH COLLEGE, YELLOW SPRINGS, GREENE COUNTY,
FOUNDED 1852**

This college owes its origin to an action taken by the Christian denomination in a convention at Marion, Wayne County, New York, October 2, 1850. The name — Antioch — has a scriptural origin, since there the disciples were first called Christians. It is evident, therefore, that a Christian college was anticipated, and the history as well as the practice proves that, while professedly non-sectarian, it was substantially another Christian college to be administered on a liberal policy. The first expectation was that the college would be located in New York, but the outcome of the canvass for funds showed the Ohio agents to be far in the lead, and accordingly the location was finally made at Yellow Springs. The chief reason in determining this was the pledge from Yellow Springs for twenty acres of land and thirty thousand dollars in money. Hon. William Mills donated the land and finally paid twenty thousand dollars of the pledge. The college was incorporated May 14, 1852. The aim of the founders was to establish a college of high rank open to both sexes. The authorities proceeded to the erection of the main building, two dormitories and a president's residence. Horace Mann was invited to be the first president and entered upon his work with enthusiasm.

Financial embarrassment soon beset the young college, and the property was sold for debt April 19, 1859. Reorganization then took place, and the property was transferred to the new corporation, "Antioch College, of Yellow Springs, Greene County, Ohio." A plan of co-operation was then devised between the Christian denomination and the Unitarian denomination. This did not entirely relieve the situation. Debates and strifes ensued. Through the reorganization

the college was made free of debt and by charter provision must remain so. The college is possessed of some funds and maintains a creditable curriculum, although the number of students does not equal that of earlier days. The history of the college shows three features worthy of mention:—

1. Freedom from sectarianism.
2. Coeducation.
3. The lack of anything of the nature of prizes, honors or anything designed to arouse rivalry among students.

In the earlier course of study recognition was given to the elective system, stress was laid upon historical and scientific studies, and the art of teaching was a required part of the course. The introduction of these features was due to the first president, Horace Mann.

THE WESTERN COLLEGE FOR WOMEN, OXFORD, BUTLER COUNTY, FOUNDED 1853

This institution began its history as the Western Female Seminary, and continued under the original plan until 1894, when the trustees decided to change the name, as work of a college grade was then offered. Later the name was changed again to The Western College for Women to indicate that emphasis should hereafter be given to the college course. The institution owes its origin chiefly to a body of what was then New School Presbyterians. That branch of the divided Presbyterian church did not establish formally institutions of learning, but its members proceeded upon the non-sectarian or close corporation plan. The Mt. Holyoke principles were the governing ones, and in later years the college has been conducted in harmony with the practices prevailing at Mt. Holyoke and Wellesley.

The object, as set forth in the charter, was:

1. To give a liberal education.
2. To give this education at moderate cost.
3. To give it under distinctively Christian influences.

The patronage has been chiefly from the Presbyterian church until in recent years, when the roll has included a considerable percentage from other denominations. The college has a campus of sixty acres, three buildings. The resources approximate a quarter of a million of dollars. The institution has never had an indebtedness except when erecting buildings. The faculty has grown to twenty-five in number. The graduates number 657. This college and Lake Erie College represent a definite idea in the education of women, and more closely than any others in the state follow the methods of the colleges for women in the East.

THE NATIONAL NORMAL UNIVERSITY, LEBANON, WARREN COUNTY, FOUNDED 1855

The National Normal University is third in the series of attempts to establish an institution at Lebanon. The Lebanon Academy was chartered March 7, 1843. After some years of history a movement among public school men was

started in favor of normal schools. In the summer of 1855 a summer institute was held for three weeks in the buildings of Miami University at Oxford. During this session of the institute an organization was effected under the name of the "Southwestern State Normal School Association." The object was to maintain a school until state aid could be secured. The first trustees were A. J. Rickoff of Cincinnati, Charles Rogers of Dayton and E. C. Ellis of Georgetown. They selected Lebanon as the location, and the trustees of Lebanon Academy turned over their property to them with an agreement to furnish eighty pupils for five years to assist in maintaining the school. Alfred Holbrook was elected principal. The school under his management opened November 24, 1855, with ninety-five pupils. At the end of the first year the management retired, and the school passed into the control of Mr. Holbrook. The second year saw an enrollment of two hundred and fifty-seven. As the school grew the curriculum was enlarged, and in 1870 the students were enrolled from so wide a territory that the name was changed to the National Normal School. In 1883 the National Normal University was established. During the life and vigor of Professor Holbrook the school was continued as a private enterprise so far as the financial features were involved. It was on a proprietary basis. After he retired from the school the management was somewhat disorganized, and the future stability of the school threatened. In May, 1893, with a capital stock of thirty thousand dollars divided into twelve hundred shares of twenty-five dollars each, the National Normal University Company was incorporated. Under this company the National Normal is operated by a board of six managers and in form remains a proprietary school. The work is carried on chiefly along the lines projected by Professor Holbrook. The organization comprises colleges of Business, Teachers, Science, Liberal Arts, Law, Oratory, Music, English and Classics.

CASE SCHOOL OF APPLIED SCIENCE, CLEVELAND, CUYAHOGA COUNTY, FOUNDED 1880

In a deed of trust executed February 24, 1877, Mr. Leonard Case gave the following directions to the trustees:—"To cause to be formed and to be regularly incorporated under the laws of Ohio an institution of learning to be called Case School of Applied Science and located in said city of Cleveland, in which shall be taught, by competent professors and teachers, Mathematics, Physics, Engineering — Mechanical and Civil — Chemistry, Economic Geology, Mining and Metallurgy, Natural History, Drawing and Modern Languages, * * * and such other kindred branches of learning as the trustees of said institution may deem advisable. * * * And, without intending to make it a condition or limitation of this conveyance, or any binding restriction upon the power of such trustees, the said grantor does hereby recommend to them to hold said property without alienation, and apply the rents, issues and profits thereof to the uses and purposes above, and that the expenditures for such institution be not permitted to exceed the annual income derived from said property."

After the death of Mr. Case, January 6, 1880, steps were taken to incorporate and articles filed.

Instruction began in 1881 in the Case homestead and continued until 1885 when the transfer was made to the new building ready for occupancy. Since that date several new laboratories have been erected. A large faculty is employed. The students number nearly five hundred. The school is one of the best of its class in the country. They confer the usual scientific and technical degrees.

DENOMINATIONAL COLLEGES

KENYON COLLEGE, GAMBIER, KNOX COUNTY, FOUNDED 1825

Kenyon was not only among the first colleges in Ohio, but is the pioneer among what we term denominational colleges. The founder was the Right Reverend Philander Chase, first Bishop of Ohio in the Protestant Episcopal Church. The first articles of incorporation were dated December 29, 1824, under the name of "The Theological Seminary of the Protestant Episcopal Church in Diocese of Ohio." On January 24, 1826, the charter was amended so that the president and professors should constitute a faculty with the usual collegiate powers. On March 10, 1839, the charter was amended so as to provide for the establishment of a college, a preparatory department and the power to confer collegiate degrees was given to the college faculty and the degrees in theology to the theological faculty.

In August, 1891, another change was effected by which the corporate name was changed to "Kenyon College." The three heretofore independent institutions were consolidated into one of which the president of Kenyon College is the head. Kenyon College now includes three departments, viz: A Theological School, Bexley Hall; A Collegiate School, Kenyon College; and a Preparatory School, Kenyon Military Academy. In 1898 another amendment was made providing that the bishop and bishop coadjutor of any diocese outside of the state of Ohio may become members of the board by filing with the secretary a written acceptance of an offer by the board of such membership. And upon such acceptance by its bishop, one additional trustee may be appointed for the term of three years, by the diocesan convention of such diocese. Under these provisions the government of Kenyon College is vested in a group of bishops together with additional trustees elected by the several affiliated dioceses. A college could not be more completely or cordially united to its denomination.

In the development of his plans Bishop Chase went to England with letters of introduction from Henry Clay to Lord Gambier, whom Mr. Clay had met as commissioner of the Treaty of Ghent in 1815. Among the distinguished persons met on this trip were Lords Gambier, Kenyon and Bexley, Sir Thomas Ackland, the Right Honorable Dowager Countess of Rosse, the Rev. George Gaskin, D. D., Henry Hoare, George W. Marriott and Mrs. Hannah More. Thirty thousand dollars was realized from this trip. He returned to Ohio in the autumn of 1824. The preparatory school was opened on the bishop's estate at Worthington a few miles north of Columbus.

The choice of location was made by the purchase of a tract of eight thousand acres of land in Knox County at two dollars and twenty-five cents an acre.

Here with much hard labor, many trials, some disappointments and some controversy, the new college was started. The village was named Gambier and the chief building, Kenyon College, thus recognizing Bishop Chase's most ardent friends. The corner stone of Kenyon College was laid with appropriate ceremonies, June 9, 1827. The college now has ten buildings: Old Kenyon built in 1827 used as a dormitory; Ascension Hall, recitation and laboratory purposes; Rosse Hall, gymnasium and assembly room; Hubbard Hall, the library; the Church of the Holy Spirit, the College Chapel; Bexley Hall, The Theological Seminary; Milnor and Delano Halls for the preparatory school; "Kokosing," the stone mansion of Bishop Bedell and last in 1901 Hanna Hall now in process of erection for a dormitory the gift of the Honorable Marcus A. Hanna, United States Senator from Ohio.

The college has considerable endowment, a number of scholarships and is completely organized for the work of education along the lines suggested in the annual catalogue. The attendance has never been large but the alumni roll is one of unusual distinction. The institution is not coeducational but Harcourt Seminary of Gambier offers facilities for the education of young women. The college department, the theological department and the Military Academy are organized with separate faculties for education but all are under the management of one board of trustees.

**ST. XAVIER'S COLLEGE, CINCINNATI, HAMILTON COUNTY,
FOUNDED 1831**

This college grew up in proximity to St. Xavier's church, Sycamore street, Cincinnati, and was established by the Right Reverend Edward D. Fenwick, D. D., first Bishop of Cincinnati, October 17, 1831. The school was conducted under the name of the *Athenaeum*. It was the subject of varying fortunes for several years and in 1840 was transferred to the Fathers of the Society of Jesus by Archbishop Purcell. In 1842 it was incorporated by the legislature of Ohio under the name of St. Xavier's College. In 1869 the legislature passed an act under the general law of 1852 which provides for a perpetual charter with all the usual collegiate and university powers.

The Faculty serves without compensation and maintains well organized literary, commercial and preparatory courses. The college enrolls about four hundred students and is for boys only. There is no endowment and the management depends upon tuition for ordinary expenses.

**MUSKINGUM COLLEGE, NEW CONCORD, MUSKINGUM COUNTY,
FOUNDED 1837**

The origin of this college was due to local interests. The community about the village of New Concord was settled chiefly by Scotch and Scotch-Irish Presbyterians. There were all varieties, the Associate, Associate-Reformed, afterwards the United Presbyterians, the Reformed Presbyterians and the Presbyterians of the Old School. These people believed in an educated ministry and

in education alike for boys and girls. They began the agitation as early as 1836, while the first settlers were still active. At that time the public school system was undeveloped and college privileges were unusual. After some discussion in 1836 it was decided to proceed with measures for a college and on March 18, 1837, the college was incorporated with a board of nine trustees and power to increase the number to fifteen. At the beginning the school was on rented quarters until the community had raised the money and erected the building.

At the outset the management was purely local, as was also the patronage. It so continued until 1877, when the Board proposed to affiliate more closely with the Presbyterian Church by putting the college under the control of Muskingum Presbytery, in which the college was located, and the adjacent presbytery of Mansfield. When this was agreed to a change of charter was secured to meet the new conditions. In 1883 the United Presbyterian Synod of Ohio took formal control. The board of trustees consists of twenty-one persons elected in three classes for three years. Thus the college became in the most direct way a denominational college. This simply widened its constituency. Its patronage has always been chiefly from the United Presbyterian Church and the money has come from the same source. At the outset the college was for men, but in 1854 the Board decided in favor of co-education and the first woman graduate was in the class of 1855. The college participated in the benefits of the quarto centennial fund and since the transfer of its government has entered upon an era of new usefulness.

**OHIO WESLEYAN UNIVERSITY, DELAWARE, DELAWARE COUNTY,
FOUNDED 1844**

In 1840 Dr. Edward Thomson, principal of Norwalk Seminary, in a report to the North Ohio Conference said, "There is no Methodist college in Ohio. We blush to think that it contains no institution to which our youth can resort for collegiate instruction without imbibing ideas at variance with the religion of their fathers, and the church of their adoption. There is no state in the country in which the Methodist church is more in need of a college than Ohio." This is believed to be the first published utterance of the need of a Methodist college. From this point the discussion widened and finally took tangible form at Delaware. An attempt had been made to establish a watering place at the famous White Sulphur Spring, now on the university campus. This project had not been as successful as was hoped and the owner concluded to abandon. Rev. Adam Poe offered the suggestion of purchase and the establishment of a Methodist college at the place. The proposal was received with favor and on September 1, 1841, a joint committee of the North Ohio and the Ohio Conferences met and accepted the proposed location. March 7, 1842, the legislature granted a charter. A preparatory school was opened in 1841 and in 1842 Dr. Edward Thomson was elected to the presidency, but was not expected to enter actively upon his duties for some time. Meantime plans were matured for opening the college and efforts made to procure necessary funds. In 1844 the board proceeded to organize a faculty and the school was opened November 13, 1844, with a presi-

dent and four members of the faculty. The early days of the college were, as usual in the western country, surrounded with discouraging features, but inspired by the devotion and loyalty of the faculty and friends.

Ohio Wesleyan began on the old lines of separate education. At the beginning twenty-nine young men appeared and the college continued on these lines until the union with the Ohio Wesleyan Female College, in 1877. In those years co-education was not popular and the thought of a woman's education being on the same plane and of equal dignity with that of man, had not taken a deep hold upon the public. As early as 1850 a movement for the education of young women was started in Delaware by Rev. William Grissell and wife. This movement was abandoned two years later and in 1853 the property of Mr. Grissell was bought and "The Ohio Wesleyan Female College" was incorporated by twenty men, among whom was the late Prof. William G. Williams, so long identified with the university. The discussion of co-education continued throughout the country and sentiment steadily changed until the Church in the West has almost unanimously declared for the policy. It was inevitable that the union should come and in 1877 the Female College which had acquired a fine property known as Monnett Hall with a body of more than four hundred alumnæ, was united with the Ohio Wesleyan University, and then began the most vigorous and progressive life in the history of the two movements.

The government of the university is vested in a board of thirty-one trustees, the president of the university being *ex-officio* a member. The election of members is by five annual conferences and the Association of Alumni and the term of office is fixed at five years. This keeps the management of the university entirely within the control of the church.

In equipment the university ranks among the best in the Central West. The buildings are modern and adequate; the funds have increased liberally; the student roll steadily increases and the faculty is able and progressive. Few denominational colleges have had a more intimate relation to the church and of none perhaps could it be said that the helpful influence upon the church is equal to that of the Ohio Wesleyan University. Her alumni are found in all lands and the vigorous Christian activity maintained has commended the university to all people interested in higher Christian education. Her service to the state has been conspicuous and patriotic.

BALDWIN UNIVERSITY AND GERMAN WALLACE COLLEGE, BEREA, CUYAHOGA COUNTY, FOUNDED 1845

Baldwin University owes its existence to the generosity of Hon. John Baldwin, who gave to the North Ohio Annual Conference lands, buildings and endowments. Mr. Baldwin had come to Berea a young man without property and located upon lands that proved to be exceedingly valuable owing to the stone quarries, among which were stone suitable for grindstones. The proceeds from the sale of grindstones were used for the erection of buildings.

A seminary had been in operation at Norwalk. Mr. Baldwin proposed removal and offered fifty acres of land, including most of the grindstone quarries,

and promised to erect a building 72 x 36, to be finished by September, 1845. In June, 1845, he offered fifty lots to be sold at a fair valuation and the proceeds used as an endowment. This offer was accepted. Baldwin Institute was chartered in 1845. Ten years later, acting upon the advice of the Conference, the name was changed to Baldwin University. The quarries have made it possible to erect the buildings of stone, and in this regard the university has been fortunate. Its buildings are superior. The institution was begun as a co-educational institution and so remains. Its history is like other Ohio Colleges as to curriculum and general purposes. In 1858 a German department was organized with a view of meeting the needs of the German Methodists. In 1863 it was organized as a separate institution and named German Wallace College, in honor of Hon. James Wallace, who gave the first building.

By a cordial co-operation of the trustees of the two institutions no professorships are duplicated and the professors teach in both institutions. Tuition in one gives full rights in the other. The university furnishes instruction in Latin, mathematics and science, while the college furnishes instruction in German, Greek, and French.

Efforts have been made at different times to widen the scope of the university by organizing other departments, such as pharmacy and latest a school of law. These efforts have not met with sufficient success to make them form an important part of the history of the institution. The fact that Baldwin is one of the several Methodist colleges in the state makes its progress and growth more difficult than otherwise.

MT. UNION COLLEGE, ALLIANCE, STARK COUNTY, FOUNDED 1846

Mt. Union College, like so many other Ohio colleges, was a growth. Rev. O. N. Hartshorn started in humble quarters with a school of six in 1846. The members increased until it was believed that a college should be organized. A charter was granted March 11, 1853. The purpose of the college, as set forth in the charter and published statements, doubtless expressed the views of Dr. Hartshorn and met with general approval.

Among other statements are these: "To found for the people a cosmic college, where any person may economically obtain a thorough, illustrative, integral instruction in any needed studies. To enable any persons of either sex to take any general course, or a special or elective course, or such study or studies in any department or course and for such time as their choice and life-character may need. To make the college a voluntary representative, patriotic, philanthropic, Christian and progressive institution — not compulsory, sectarian, antiquated, arbitrary or partial."

Among the leading provisions were that the property should be held in trust; contributors were allowed to vote for trustees; the college was to be conducted according to the principles of the Christian religion as revealed in the Bible; the college was not to be a close corporation, but trustees were to be elected for terms of three years, and the college was to rely upon voluntary support for its needs.

Under these principles the school began its history. Thousands of students have been in attendance, the majority, however, not continuing until graduation. As will be readily seen, the college aimed to be a public institution from the start, but free from the methods of close corporation and the strictly organized denominational college. The work continued until 1864, when the Methodist Episcopal Church came into a measure of control by the appointment of committees of supervision and committees of visitation. This has been developed, and now the Pittsburgh, the East Ohio, the Erie, the West Virginia and North Ohio Conferences unite in supervision and visitation. From the beginning the men interested in organization and promotion have been predominately Methodist. The names of Lewis Miller, of Akron; his brother, Jacob Miller, of Canton; William McKinley, Bishops Gilbert Haven, Simpson, Warren and Vincent sufficiently indicate the quality of men who have had supervision in recent years.

As early as 1850 the college organized a normal department. The organization at present includes the collegiate department, the academic department, the normal department, the department of oratory and physical culture, the commercial department, the department of music, and the department of fine arts. The patronage has come from many states, but chiefly from Western Pennsylvania, West Virginia and Ohio.

**OTTERBEIN UNIVERSITY, WESTERVILLE, FRANKLIN COUNTY,
FOUNDED 1847**

This institution, located at Westerville, Franklin County, twelve miles north of Columbus, was the outgrowth of the conviction that the denomination should educate its children. The official date of its founding is April 26, 1847, and, as proclaimed in its publications, the institution is owned and controlled by the Church of the United Brethren in Christ. The name was taken from Phillip William Otterbein, the founder of the church. In 1845 the General Conference resolved (1) that proper measures be adopted to establish an institution of learning; and (2) that it be recommended to the attention of the annual conferences. The Miami Conference was the first to act, March 3, 1846. Subsequently other annual conferences acted favorably. On October 26, 1846, the Scioto Conference decided upon the establishment of an institution, purchased the Blendon Young Men's Seminary, then operated by the Methodist Episcopal Church, invited other conferences to co-operate, and on April 26, 1847, the trustees appointed by the Scioto and Sandusky Conferences met and founded the "Otterbein University of Ohio." The following September the school was opened as an academy. In 1849 the charter was granted by the state of Ohio. The work done was that of an academy until 1854, when the first college class was formed. In 1857 the first class, consisting of two ladies — Sarah Jane Miller and Mary Kate Winter — was graduated, since which time no year has passed without a graduating class.

In many ways Otterbein is a typical denominational college. Its origin was in the church; its declared purposes was to further the interests of the church

through the education of her children; co-education from the founding was heartily approved, and the influence of the college upon the denomination has been most beneficial. Its origin was at a time when the denomination was not well organized, and the sentiment in the church was in many instances hostile to the cause of learning. Nevertheless the early founders saw that "regular communicants when they left their homes for the theatre of literary training were in a large majority of instances carried away by the force of surrounding influences, and either fell into the ranks of other denominations, or else made shipwreck of their faith, and were thus lost to the church." It is significant, also, that the founding of the college was followed by the more complete organization of the church in its enterprises for missions, Sabbath Schools, theological education, church extension and other agencies for the promotion of the interests of the denomination. The direct and indirect benefits of the college to the denomination have been many times the value of its property and endowment, a fact not clearly appreciated either by the church or the public. Like all other schools its influence has not been confined to the church. A creditable proportion of the alumni have entered the ministry, but with the growth of the college increasing numbers have gone into the various callings of life and have influenced their surroundings for better things.

The university has survived the early struggles against poverty and indifference; has suffered from loss by fire in 1870; has defeated the project of removal from the present location, and meantime has kept its roll of students quite in advance of the growth of the denomination. Its buildings are in good condition; its faculty and trustees are active, and prospects for future growth as bright as ever in its history. Like all other colleges in Ohio, its needs are always in advance of its supply, but a wise use of limited funds has produced such results as to commend it most heartily to the church and to benevolently disposed citizens.

HIRAM COLLEGE, HIRAM, PORTAGE COUNTY, FOUNDED 1850

In 1840 Alexander Campbell, of wide repute among the people known as the Disciples, had founded Bethany College, Bethany, West Virginia. At that time this was the only college of that denomination in the country. In the Western Reserve a considerable proportion of the population were of the Disciple faith. In 1849 at a yearly meeting held at Russell, Geauga County, Mr. A. L. Soule, a leading member of the church, invited those interested to meet at his home on June 12th. A number of gentlemen met, and after discussion, agreed to take steps toward founding a school.

Mr. A. S. Hayden, the secretary, was instructed to prepare an address to the churches and invite them to send delegates to a later meeting. This was done, and a meeting held at North Bloomfield, August, 1849. The enthusiasm increased, and at a third meeting at Ravenna, October 3d, the question was regarded as practically settled, save the two items of location and the character of the school. It was decided in favor of an institute as against a college, although a strong feeling existed for a college. Rival locations competed for the school. While the delegation was visiting Hiram, and attention was being

called to the springs, the healthfulness and other attractions, the township physician, lean and lank, rode by. It happened that his horse was leaner and lanker. Someone said, "A township that can't afford sickness enough to keep a doctor better than that is just the place for the school." Tradition does not say that this decided the issue, but the fact is that on the thirteenth ballot Hiram won the decision, and the institution was located. At the last meeting of the delegates, December 20, 1849, the name of "Western Reserve Eclectic Institute" was chosen, and the articles of incorporation drawn. The charter was approved by the legislature March 1, 1850. The first meeting of the board under the charter was held May 7, 1850. The first building was erected during 1850, and the first session of the school began November 27, 1850. From the charter we learn the object to be "instruction of youth of both sexes in the various branches of literature and science, especially of moral science as based on the facts and precepts of the Holy Scriptures." The late Dr. B. A. Hinsdale has stated the objects of the college more specifically as —

1. To provide a sound scientific and literary education.
2. To temper and sweeten such education with moral and Scriptural knowledge.
3. To educate young men for the ministry.

One peculiar belief of the Disciples was that the Bible had been obscured through theological speculations and debates, and their movement was a revolt from the formation of the creeds to a simpler life based on the Scriptures. This added to their desire to emphasize its importance in education.

The institute opened with eighty-four students, and grew in favor until in a short time there were as many as three hundred in attendance in a single term. On February 20, 1867, the name was changed to Hiram College, and the work of the college dates from August 31, 1867. In 1872 the charter was amended so as to increase the number of trustees to twenty-four. By provision of the charter the trustees are elected by stockholders for a term of three years. In this respect Hiram is not exactly paralleled by any other Ohio college. The system has worked well. The college maintains a collegiate department, a preparatory department and a conservatory of music. In recent years substantial development has been made in buildings, equipment and funds. The college is on a firm footing. A most satisfactory history is found in the semi-centennial volume — Hiram College — prepared by F. M. Green, of Kent, and published in 1901.

URBANA UNIVERSITY, URBANA, CHAMPAIGN COUNTY, FOUNDED 1850

This institution was founded by the members and friends of the New Church, commonly known as the Swedenborgian. The charter bears the date of March 7, 1850. It was "designated to encourage and promote the diffusion of knowledge in the branches of academic, scientific and exegetic instruction, and to combine therewith instruction in the productive arts and the practice of rural economy; which shall be under the management and direction of persons known and recognized as belonging to the New Church and attached

to the principles thereof." The purpose is further declared to be that the university "shall be forever under the management and direction of the New Church, with the purpose that it may not only cultivate the liberal arts and sciences, but that it may also perform a use to the New Church in cultivating and developing the philosophy and theology of the New Jerusalem." This object, it is affirmed, has been kept steadily in view during the existence of the university. Students are thoroughly instructed in the doctrines of the New Church. The university maintains a collegiate department, a preparatory department and a primary and grammar department.

The university has some scholarship funds for needy students and some valuable property. The constituency is not large in Ohio, and the attendance has been correspondingly small. Eight persons are engaged in the faculty.

HEIDELBERG UNIVERSITY, TIFFIN, SENECA COUNTY, FOUNDED 1850

Heidelberg University owes its name and origin to the Ohio Synod of the Reformed Church in the United States. Its government is by a board of twenty-four regents elected in four classes for the term of four years by the Ohio Synod. The school was opened in rented rooms November, 1850, and the charter granted to Heidelberg College February 13, 1851. The first building was begun in 1850 and completed in 1853. In March, 1890, the articles of incorporation were amended, changing the name to Heidelberg University, and the title of the trustees to that of "Board of Regents." The amended articles were filed with the secretary of state March 28, 1890.

Many Ohio colleges have grown out of local needs. Heidelberg grew out of a conviction that the denomination should have an educational center where the churches might send their young people, and where under church direction the needed education could be furnished. In developing the plan a theological seminary was also established as early as 1850. The charter was granted in 1836, and the seminary was moved from place to place until in 1850 it was permanently located at Tiffin. The interests of the college and the seminary are one; the constituency is largely the same. It is but natural that the relations should be close, cordial and mutually helpful.

The present organization of the university provides for the college of liberal arts, the academy, the conservatory of music, the art department, the commercial department, the department of pedagogy and the department of oratory and art of expression.

The university at the beginning had a comprehensive plan, looking toward classical, scientific, teachers' and farmers' courses, but gradually changed to meet the conditions as they arose. The idea of manual training and education for farmers did not long continue in any of the colleges where they were undertaken, chiefly because they were expensive and not in popular demand. The university has rendered valuable service to the church, and stands as the exponent of the best ideals in the Reformed Church in Ohio.

CAPITAL UNIVERSITY, COLUMBUS, FRANKLIN COUNTY, FOUNDED 1850

This university is the lineal descendant of the German Evangelical Lutheran Seminary, founded in 1830 by the Evangelical Lutheran Synod of Ohio, and incorporated January 30, 1834. Prior to this time but two other seminaries had been organized, the Hartwick Seminary, in Otsego County, New York, and the Gettysburg Seminary, in Pennsylvania. The rapid flow of settlement to the West led to the conviction that a start should be made toward the education of a ministry for the German people. In 1828 Rev. William Schmidt, a graduate of Halle, Germany, began in his own house in Canton, Ohio, the instruction of six students. In the following year a board of management was elected. In 1831, in accordance with a resolution adopted by the synod, the seminary was removed to Columbus, where fourteen acres in the south end of the city had been secured. In January, 1833, the building was so far completed as to be occupied. Here the seminary lived until in 1850, when a new location on the north side of the city, near Goodale Park, was secured for Capital University. Capital University was incorporated March 2, 1850. This act also provided that the Seminary should become a part of the university, with the provisions that the funds should not be diverted from theological education, and that the act of 1834 incorporating the seminary was not by this act repealed. Capital University thus began in 1850 as a literary and theological institution, and was under the patronage of the same church as the seminary had been.

On March 30, 1857, an act was passed by the legislature which changed the quorum of the board from twelve to seven members and repealed section 4. This section related to the constitution of the board of trustees, and the act of 1857 provided—"that the trustees of said seminary, mentioned in the preamble of the said act, together with three citizens of Columbus, to be stately chosen by said trustees, shall from and after the passage of this act constitute the board of trustees of said Capital University; provided that until the further action of the trustees of said seminary the said three citizens of Columbus in said board shall be Lincoln, Goodale, Robert Neil and William Dennison, Jr. This gave the university a board of fifteen trustees, three of whom were to be residents of Columbus. These are now chosen from among the Lutherans of the city, so that the control is completely in the hands of the synod through its chosen representatives.

In 1853 the new building near Goodale Park was dedicated. Here the university continued until in 1876, when it was removed to the present location, about three miles east of the state capitol, just south of Main Street. The university now maintains preparatory, classical, scientific and theological courses. In the announcement we read—"While the chief purpose has been and still is to serve as a feeder to the theological seminary, the institution seeks also to prepare men for other professions by offering them a truly liberal education on the basis of the principles of God's Word. Instruction in this Word accordingly constitutes a regular part of the curriculum, but it is not obligatory for those whose parents or guardians desire to have them excused. For practical reasons special attention is paid to German, the majority of the congregations of the

synod for whom the institution aims to prepare pastors being entirely or partly German."

**WILBERFORCE UNIVERSITY, WILBERFORCE, GREENE COUNTY,
FOUNDED 1856**

The earliest effort toward higher education for the negro in Ohio was at Union Seminary, twelve miles west of Columbus, in Franklin County. This movement began with the appointment of a committee September 21, 1844, by the Ohio Conference of the African Methodist Episcopal Church. One hundred and seventy-two acres of land were purchased and the seminary opened. On September 28, 1853, the Cincinnati Conference of the M. E. Church appointed a committee on the education of the negro, and this committee reported in favor of the "establishment of a literary institution of high order for the education of the colored people generally." In May, 1856, "Tawawa Springs," a summer resort which had been improved at a cost of \$40,000 was bought, and a location was fixed for Wilberforce University. By an agreement the M. E. and A. M. E. Conferences of Ohio entered into a co-operative management of the institution. It was incorporated August 30, 1856, and a board of trustees selected. In October, 1856, the school was opened. It continued with commendable progress under this management until March 10, 1863, when Bishop D. A. Payne purchased the property for \$10,000 and associated with him Rev. James A. Shorter and Professor John G. Mitchell, Bishop Payne becoming president. It was specifically stated in the transfer that these men were acting for the A. M. E. Church. The property of Union Seminary in Franklin County was sold and efforts concentrated at Wilberforce. The university was then incorporated and a charter secured. This provided that two-thirds of the Board should always be members of the A. M. E. Church. The charter was granted in the name of the A. M. E. Church. July 3, 1863, the school was reopened under the new management. In 1865, through the work of incendiaries, the building was utterly destroyed by fire. This was a calamity that brought distress to the friends and rejoicing to the enemies. The date will not soon be forgotten, as it was the day of the assassination of President Lincoln. Efforts were renewed and the school sustained. In 1870 Congress appropriated \$25,000; Chief Justice Salmon P. Chase bequeathed \$10,000; the Charles Avery estate added \$10,000; The American Unitarian Association gave \$6,000, for lectures. The school steadily grew in numbers and property.

In 1866 the theological department was opened, and on June 18, 1891, the reorganization took place which resulted in the Payne Theological Seminary of Wilberforce. The scientific department was opened in 1867 and the normal in 1872.

In 1887 the legislature of Ohio established a combined normal and industrial department and made appropriations for its support. This department is governed by a board of nine trustees, five of whom are appointed by the governor and four by the university board. In 1896 the legislature made the provision more permanent by placing the university on the state levy. Some new buildings

have been erected and additional land bought for the purpose of providing instruction in scientific agriculture. The buildings and property are valued at \$200,000. There is an endowment of \$28,000. In 1900 there had been 6,756 negroes in attendance. Three hundred and fifty-eight had graduated from the literary course and 259 from the industrial department.

SCIO COLLEGE, SCIO, HARRISON COUNTY, FOUNDED 1857

This college began as Rural Seminary in 1857 at Harlem Springs, but was soon removed to New Market, now Scio, and incorporated as New Market College. After continuing on the old lines the school in 1875 changed its methods and name to correspond, and was known as "The One Study University." This novel plan attracted attention and had some advantages not as readily recognized in the days before electives as would be at the present day. On the whole, however, the plan did not satisfy. The college spirit, as well as college traditions, could not thrive, and many disappointments were met. In 1877 the college was reorganized as Scio College and returned to former methods. At this reorganization the college passed under the control of the Methodist Episcopal Church. The organization includes the collegiate department, the department of pharmacy, the department of music, the commercial department, the department of oratory, the art department, and the normal department. The aim of the college, as set forth in its published statements and illustrated in its work, is "to give such a thorough Christian training as will amply fit students to discharge creditably their duties in life, whether they intend to enter business or follow a profession. More than two hundred of the alumni have entered the ministry, chiefly in the Methodist Church.

**THE UNIVERSITY OF WOOSTER, WOOSTER, WAYNE COUNTY,
FOUNDED 1866**

The Presbyterian Church was the last among the larger denominations in Ohio to organize for higher Christian education. This was not in keeping with the historic position of the Presbyterian Church with respect to education. The reasons for the delay in Ohio are not easily discovered. It must be recognized that the division into Old and New School parties in 1837 did not help the cause. This division remained until 1870. Prior to this time the need of a denominational college was felt throughout the church. The war and the discussion looking to reunion were uppermost in the thought of the church. During these earlier years Presbyterians had affiliated and supported Western Reserve College in the North, Marietta and Miami in the South, and in other instances had local attachments. To this day these attachments are not entirely broken. However, the discussion continued, and immediately after the close of the war men became active in the cause. It is a happy coincidence that the year of the union of Old and New Schools should be the opening year of the university that was in the future to be the strongest bond among all the churches.

In 1866 the synods of Ohio, Cincinnati and Sandusky united in an action founding the University of Wooster. The charter was dated December 18, 1866.

When the reunion came, in 1870, the then existing synods of both the Old and New Schools were consolidated into the four synods of Cincinnati, Columbus, Cleveland and Toledo. These became the legal successors to their predecessors and the formal relation to Wooster was established. However, the former attachments, so far as individuals were concerned, were continued. The reunion had the effect of uniting the Presbyterians of the state, but the four synods left Wooster more to the care of the synod of Columbus, in whose bounds the university was located. In 1882 the four synods were consolidated into the Synod of Ohio, and at the first meeting, held that year in Columbus, the report of the trustees was received and the university unanimously endorsed. After the university had been chartered, work was begun to raise the funds necessary for the beginning. The corner-stone of the first building was laid in 1868, and by 1869 sufficient endowment had been secured to warrant the opening of the school. In September, 1870, the doors were opened and six persons graduated in the first class in 1871.

The organization at the outset was by a board of self-perpetuating trustees, but in 1901 a new charter was adopted which provides that the election of trustees shall be by the Synod of Ohio. The alumni are given the privilege each year of nominating two of their number to the synod. The board consists of thirty trustees in three classes elected for the term of three years. The president of the university is *ex-officio* a member of the board. The title to the property now vests in the synod, thus making the ownership and control completely in the ecclesiastical body having jurisdiction over the entire state.

The object of the university, as set forth in the charter, is: "the promotion of sound learning and education under religious influences." At the first meeting of the board of trustees the following resolutions showing their spirit were adopted:—

Resolved, That we enter upon the work of establishing the University of Wooster with the single purpose of glorifying God and promoting sanctified education, and thus furthering the interests of the church and its extension over the whole earth.

Resolved, That we will in every way possible strive to imbue all our operations with the spirit of Christianity and bring religious influence and instruction to bear earnestly upon all who may be connected with the institution.

In October, 1870, a medical department was opened in Cleveland and continued until 1896. The preparatory department was opened in 1872. The graduate school was organized in September, 1881, but arrangements are now made to close it when present matriculates have completed their work. The musical department was organized in 1882 and the school of art in 1895.

The great trial came December 11, 1901, when the original main building was burned. This was regarded a great calamity, but proved to be an unmeasured blessing, as it made friends and affection not known before. In twelve months to a day the university had raised over four hundred thousand dollars and completed five buildings, making one of the most modern and complete college plants, with the chapel and library that remained from the fire, to be found in the Central West. The university is now well organized in buildings, faculty and equipment to do the work assigned to it. But one thing remains

— to furnish added endowment and grow up with the demands of the future as they come.

OHIO NORTHERN UNIVERSITY, ADA, HARDIN COUNTY, FOUNDED 1871

The founder of this institution was its first president, H. S. Lehr. In 1866 he came to Ada to teach in the village schools, and made a provision by which he might have the use of the school buildings during the vacation period. If his venture in securing a constituency proved successful the vicinity was to aid in the erection of buildings suitable for normal school purposes. After four years he had 120 non-resident students. A movement was begun for a new building, which was formally opened August 11, 1871, with an enrollment of 147 pupils. In 1875 the Northwestern Normal School, then located at Fostoria, was consolidated with the school at Ada under the name of the latter — the Northwestern Ohio Normal School. The institution, being owned by the faculty, continued as a proprietary school until 1885. On May 21st of that year it was incorporated under the laws of Ohio as an institution not for profit as the "Ohio Normal University." In 1898, at Sidney, Ohio, the board of trustees sold the real estate and personal property belonging to the university to the Central Ohio Conference, from which time it is to be classed among the denominational colleges. President H. S. Lehr retired from the active management at the close of the year 1901-02, after forty years of service as a teacher and leader in education.

The institution has grown up around the idea of President Lehr that a person should have an opportunity to begin improvement whenever he is ready. He sought to make the school an open opportunity to all classes at all times. He did not favor the rigidity of the public schools and colleges for all schools. He believed that some place every student should find a chance to go to work. The result was that many hundreds found the Ohio Normal University an open door when other schools were closed to them. The enrollment has gone beyond three thousand different students in a single year. The faculty has always worked in harmony with the prevailing ideas of the president and students have been enthusiastic in support. The school has always lived without endowment. Numerous departments are organized, the most important, however, being the normal. In addition to these may be mentioned the literary, the commercial, pharmacy, engineering and law. In July, 1903, the name was changed to Ohio Northern University.

BUCHTEL COLLEGE, AKRON, SUMMIT COUNTY, FOUNDED 1870

The Ohio State Convention of Universalists in 1867 adopted a report looking to the founding of a seminary. In 1868 a report was unanimously adopted to establish an academy. In 1869 the action was reconsidered and a movement to organize a college authorized. The board of the convention and the committee on education in joint session in Columbus, February 16, 1870, fixed the location at Akron, provided the sum of \$60,000 was legally secured to the convention. May 31, 1870, the report was made that the money had been secured. After

the necessary preliminary steps had been taken, Buchtel College, named in honor of Hon. John R. Buchtel, whose generous gifts had made the college possible, was incorporated. The organization provided that the original incorporators should elect a board of eighteen trustees, five of whom should always be residents of Summit County, and that after the first election of trustees the Ohio State Convention of Universalists should annually nominate at least fifteen persons, from whom the acting trustees should fill vacancies. The board at present consists of eighteen members in three classes, elected for the term of three years.

Upon completing the organization steps were taken for the erection of a suitable building, and the cornerstone was laid July 4, 1871, the principal address being delivered by Horace Greeley. On September 22, 1872, Rev. S. H. McCallister was inaugurated the first president and the college opened with an enrollment in all departments for the year of 217. From the beginning Buchtel has been a co-educational institution, and experience has produced no substantial argument for abandoning the practice. The college maintains collegiate and academic departments with a school of music and a school of art.

Hon. John R. Buchtel repeatedly expressed his faith in the college by large gifts of money and real estate. Other friends have followed in his course generously. The college announces six endowed professorships, fifty-two perpetual scholarships and other memorial funds. In 1889 the college suffered severe loss by fire, but new and more modern buildings soon replaced the old ones. The college now has six buildings and is well equipped for collegiate instruction.

WILMINGTON COLLEGE, WILMINGTON, CLINTON COUNTY, FOUNDED 1870

Wilmington College was the outgrowth of a movement to establish a college at Tupper Plains, Meigs County, to be known as Franklin College, which was afterward removed to Wilmington. The meeting to establish Franklin College in Meigs County was in January, 1863, where a constitution was drafted. In 1863 Franklin College was incorporated under the auspices of gentlemen representing the Christian denomination. In 1865 a proposal to remove the college to Wilmington was received from certain citizens of that place in which a suitable building was promised. The offer was accepted. In February, 1896, the present site of Wilmington College was purchased for the sum of \$3,881.25. By the following December the building was so near completion that plans were made for opening the school. The Garvin brothers took charge, looking to receipts from tuition alone for compensation. The school continued with reasonable success until 1868, when the managers, unable to complete the building, were obliged to let it go to sale to meet the indebtedness.

At this point some friends of the Center Quarterly Meeting having been interested in the movement, proposed to purchase the property and establish a college under the management of the three quarterly meetings, constituting the Wilmington Yearly Meeting. This resulted in the purchase of the property, the repair of the buildings and the appointment of three trustees by each of the three quarterly meetings, viz.: Fairfield, Center and Miami, and a board of

managers of six from each of the above quarterly meetings. The board of managers were to have charge under the direction of the quarterly meetings, and have power to employ teachers and have general oversight of the school. At the same time the name was changed to Wilmington College. Under this management the building was completed and the school opened April 11th, 1871, under the leadership of Lewis A. Estes. The first year 148 students were enrolled. The college was incorporated in 1875.

At present the college is under the government of the board of managers and the board of trustees as a joint board of control. Although Wilmington Yearly Meeting has no legal relation, nevertheless the reports of the college are read and the interests considered at the annual meeting, which gives its cordial support to the enterprise. The college is free from debt and has accumulated some endowment.

RIO GRANDE COLLEGE, RIO GRANDE, GALLIA COUNTY, FOUNDED 1876

This institution owes its existence to the benevolence of Mr. Nehemiah Atwood and his wife, Parmelia Atwood. These people married in 1819, spent their entire lives in the vicinity of the college which they established. After becoming identified with the Free Will Baptist Church and interested in the church enterprises the thought of giving their fortune to found a college for the church became increasingly attractive. Being without children, both felt that an opportunity was before them to perpetuate the usefulness of what they had accumulated. Mr. Atwood's death occurred in December, 1869, before the plans were matured. Mrs. Atwood, however, did not desert the plan, but developed it. A campus was selected and the first building was erected at a cost of about \$17,000.00.

On November 1, 1875, a meeting was held at Gallipolis for the purpose of legal organization. In the articles adopted they declare their belief "that a sound education, based upon Christian principles and ethics, is necessary to the development and support of our religious institutions and the present and future welfare of our race," and resolve "to establish an institution of learning at Rio Grande, in Gallia County, and State of Ohio, and having received pledges from Mrs. Parmelia Wood to the amount of over \$50,000 and the positive payment of over \$20,000 from the same party, do hereby adopt the following articles of association." Another article declared the college was founded "to promote Christian education" and to give under Christian influence a scientific, literary and classical education. The charter requires that two-thirds of the members of the board of trustees shall be members of the Free Will Baptist Church and forbids any change in the constitution that would alter its denominational control. The college has full denominational recognition and standing, having been endorsed by the Ohio River Yearly Meeting and by the Free Communion Baptist Association of Ohio. After the adoption of the articles referred to above the college was incorporated.

Finding that a dormitory was needed, Mrs. Wood (the widow had married Mr. Harrison Wood) provided a dormitory at an expense of \$13,000, and during her life pledged herself to pay the salaries of instructors as they were needed.

In her will, dated August 15, 1876, she gave her entire estate to the college as an endowment fund. Her death occurred March 9, 1885, when the institution came into possession of the estate.

The college was opened September 13, 1876. The attendance has never been large, averaging something more than one hundred. The constituency in the denomination not being large, it is not to be expected that attendance will greatly increase. Here, as elsewhere, however, the college has had a large and beneficent influence upon the vicinity. Students who have served in important places have been discovered through the work of the college, that otherwise might have lived without the help or stimulus of education.

ASHLAND UNIVERSITY, ASHLAND COUNTY, FOUNDED 1878

The legal title of this institution is Ashland University, although for some years the catalogue has been issued as of Ashland College, doubtless for the purpose of more accurately setting forth the work in which the institution is engaged. The college was founded by a denomination known as the German Baptist or Dunkard Church. There was not general agreement in the church as to the need of higher education and in 1881 there was a division in the denomination as the outgrowth of a dispute in the annual conference of 1881. Ashland College had been chartered in February, 1878. After the division one branch of the church came to the relief of the school and chartered Ashland University in July, 1888. The government is by a board of twelve trustees, provision being made that Ashland County shall have three members and any supporting conference in a state entitles the state to a representation on the board much after the plan of Wittenberg College.

Collegiate, preparatory, normal, commercial and musical departments are provided. The college was hindered in the beginning by adverse sentiment, but is now overcoming that and gives prospect of leading the church into increased activity. The attendance has reached about two hundred students. The faculty in all departments numbers fourteen.

FINDLAY COLLEGE, FINDLAY, HANCOCK COUNTY, FOUNDED 1882

Findlay College was organized by the Church of God and incorporated January 28, 1882. Its aim was to furnish education that should not be sectarian, but under the influences of the church to all irrespective of sex, race or color. In the earlier years the financial struggle was trying, but since 1897 the college has lived within its income and added to its endowment until it has reached \$100,000, while the debt is merely nominal. The college has a faculty of sixteen members and maintains collegiate, preparatory, normal, musical, commercial, oratorical, art and theological departments. The ownership and control is in the church and exercised through a board of fifteen trustees. The location of the college is fortunate and it gives promise of large usefulness.

DEFIANCE COLLEGE, DEFIANCE COUNTY, FOUNDED 1884

The legislature of Ohio chartered Defiance Female Seminary March 23, 1850. Articles of incorporation of Defiance College are filed in the office of the secretary of state under date of July 10, 1903. The catalogue of the College for 1901-02 is called the "Fourteenth Annual Announcement and Catalogue of Defiance College." It further states that it was chartered by the legislature of Ohio, March 23, 1850; that the buildings were erected in 1884; that reorganization took place in 1896. There is a board of five trustees. Fourteen persons constitute the faculty. The catalogue announces that the charter provides against anything of a sectarian character, but no announcement is made concerning the relation of the church to the college. It has been understood to be under the foster care of the denomination known as Christians. The organization includes classical, scientific, philosophical courses and school of pedagogy, commerce, shorthand, music, oratory, art, and theology.

**ST. IGNATIUS COLLEGE, CLEVELAND, CUYAHOGA COUNTY,
FOUNDED 1886**

St. Ignatius College, like St. Xavier's, is conducted by the Fathers of the Society of Jesus. It was opened for scholars on September 6, 1886. The incorporation was December 29, 1890. The institution at this time offers only a classical course and some preparatory studies looking to the classical course. It is the belief of the management as expressed in the catalogue of 1901-1902, that "It has been found by long experience that this is the *only course* which harmoniously and fully develops all the faculties of the mind, exercises the memory, cultivates a habit of reflecting, forms a correct taste and teaches the student the best use of his powers." The course as provided, comprises Christian doctrine, the Latin, Greek and English languages; rhetoric, poetry, elocution and English literature; mathematics, physics and chemistry; history and geography; book-keeping and penmanship.

LIMA COLLEGE, LIMA, ALLEN COUNTY, FOUNDED 1893

Lima College is an institution for the Christian education of young men and women. It was founded in 1893, when the cornerstone of the beautiful college building was laid, and has since been in successful operation. Its curriculum, besides the preparatory course of three years, offers a choice of four regular courses of study — the classical, the scientific, literary, and normal together with special courses in music, elocution and business. The college is under the control of "The Lima Lutheran Educational Association," formed and incorporated under the laws of Ohio in 1889. The membership of the association consists of pastors and laymen of Ohio, Indiana and Western Pennsylvania. The faculty consists of eleven members.

**CEDARVILLE COLLEGE, CEDARVILLE, GREENE COUNTY,
FOUNDED 1894**

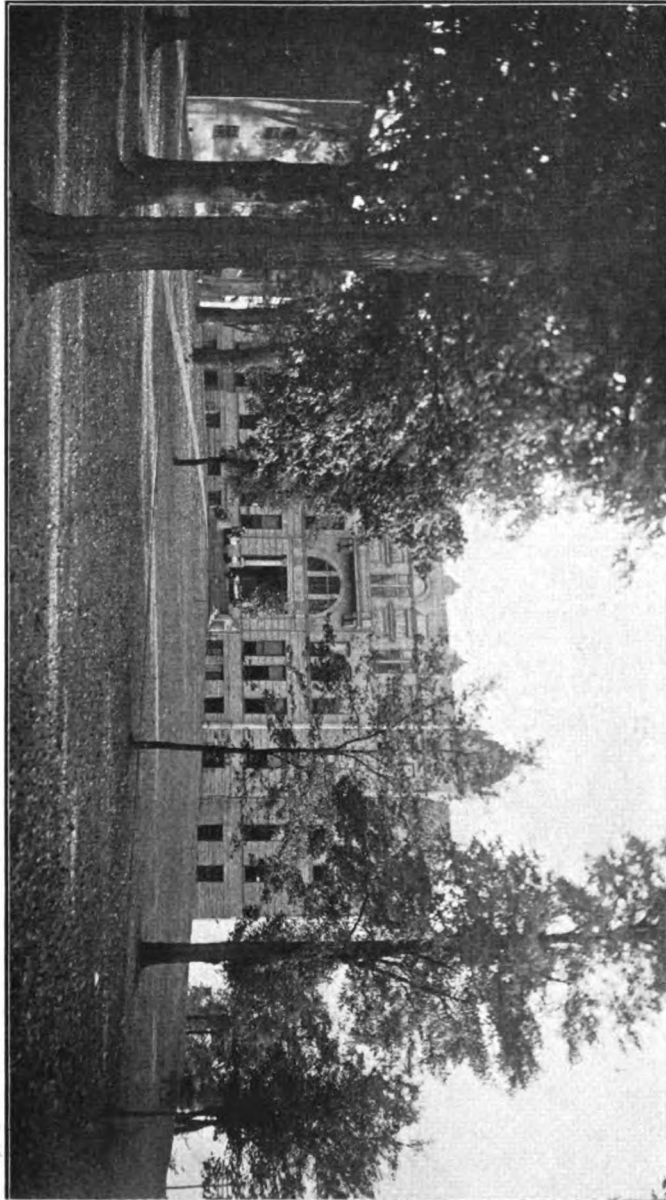
The late William Gibson, of Cincinnati, provided in his will that the sum of twenty-five thousand dollars should be given for the endowment of a college at Cedarville, Greene county, Ohio. In May, 1885, during the sessions of the Synod of the Reformed Presbyterian Church, Rev. David Steele, D. D., LL. D., offered a resolution to found a literary institution of learning at Cedarville. This resolution was adopted. In January, 1887, the college was chartered by the state of Ohio. An effort to raise funds was made, and about ten thousand dollars subscribed. Little more was done until May, 1894, when the General Synod elected Rev. David McKinney, D. D., of Cincinnati, the first president. In the following September the college was opened with its classes in the building formerly used by Rev. Hugh Macmillan, D. D., as an academy. It began with thirty-seven students. During 1895 a commodious building was erected and dedicated by the General Synod in May, 1896. The students now number over one hundred. The graduates have already found place in pursuing advanced work in universities and in useful citizenship. Cedarville has started out as a denominational college with the avowed purpose of confining itself to the work of a small college, and with the purpose of emphasizing the importance of Christianity in education. The denomination in the country is small but active, and the constituency of the college is largely from the church and the immediate vicinity. This is the only college of the denomination in America.

OHIO UNIVERSITY, ATHENS, OHIO

BY EDGAR ERVIN, FIELD AGENT

The history of the Ohio University is set among matters and events of great moment. Contemporaneous with its origin, we find the master intellects of our ancestors bringing forth the great Ordinance of 1787 and our supreme law of the land embodied in the Constitution of the United States. From this ancient institution have emerged eminent executives, masters of feeling and sentiment, and intellects of priceless worth, like the fabled spirit of beauty and love to emerge out of the foam of the ever-troubled ocean.

The Ohio University is now on the second century of its career, and is the oldest educational institution in the Northwest Territory. Founded by the Ordinance of 1787, incorporated in the territorial act of 1802, it was brought into definite existence by the provisions of wise legislation in 1804. The historic setting of this institution beams with magnificence and is closely interwoven with the fabric of our government; and the achievements of its early students will for ages to come rejoice the departed souls of its founders and supporters. The great Daniel Webster said of the ordinance establishing the Ohio University as follows: "We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any law-giver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. We see its



EWING HALL, MAIN BUILDING, OHIO UNIVERSITY

consequences at this moment, and we shall never cease to see them, perhaps, while the Ohio shall flow."

To His Excellency, The President and Honorable Delegates of the United States of America, in Congress Assembled.

The Petition of the Subscribers, Officers in the Continental Line of the Army, humbly sheweth:

That, by a resolution of the Honorable Congress, passed September 20, 1776, and other subsequent resolves, the officers (and soldiers engaged for the war) of the American Army who shall continue in service till the establishment of *Peace*, or, in case of their dying in service, their heirs are entitled to receive certain Grants of Lands, according to their several grades, to be procured for them at the expense of the United States.

That your petitioners are informed that that tract of country, bounded north on Lake *Erie*, east on *Pennsylvania*, southeast and south on the river *Ohio*, west on a line beginning at that part of the *Ohio* which lies twenty-four miles west of the river *Scioto*, thence running north on a meridian line till it intersects with the river *Miami*, which falls into Lake *Erie*, thence down the middle of that river to the lake, is a tract of country not claimed as the property of or in the jurisdiction of any particular state in the Union.

That this country is of sufficient extent, the land of such quality, and situation such as may induce Congress to assign and mark it out as a Tract or Territory suitable to form a distinct Government (or Colony of the United States) in time to be admitted *one* of the confederated States of America.

Wherefore your petitioners pray that, whenever the Honorable Congress shall be pleased to procure the aforesaid lands of the natives, they will make provision for the location and survey of the lands to which we are entitled within the aforesaid District, and also for all officers and soldiers who wish to take up their lands in that quarter.

That provision also be made for a further grant of lands, to such of the army as wish to become adventurers in the new government, in such quantities and on such conditions of settlement and purchase, for public securities, as Congress shall judge most for the interest of the intended government, and rendering it of lasting consequence to the *American Empire*.

And your petitioners, as in duty bound, shall ever pray.

(Signed.) By two hundred and eighty-eight officers in the continental line of the army.

The chief source of the Ordinance of 1787 was contained in the Land Ordinance of 1785. At this time, both State and Federal treasuries were depleted by the ravages of the Revolutionary War, and this fact of commercialism prompted both State and Federal authorities having control of western public lands to dispose of them and discharge a portion of the burdensome debt imposed by a long period of war. When the question of raising revenue confronted them, naturally, they first determined to dispose of their waste lands. These lands had never brought any revenue, yet the idea was prevalent that they would be a source of income at this time. Virginia imposed a tax of two cents per acre on her public lands, but was never able to collect it; and later vast tracts, now the homes of millions, were disposed of without affording any appreciable public revenue; yet while the public domain consisting of these waste lands had never yielded any enormous income, both State and Federal governments looked forward to these as a means of replenishing their treasuries, or rather of discharging a portion of the war indebtedness to soldiers and officers by giving them grants of these over-mountain lands to relinquish their claims; it was an act not more of desperation than repudiation; and this choicest of territory was

considered as waste lands by debtors, while the creditors were left no alternative in the matter, and their claims must either be laid on this virgin territory as full satisfaction of their debts, or they would be left with a mere claim on a bankrupt government, which had neither currency nor credit and which was loath to renew even the promise of payment. Both creditor and debtor were viewing this territory as practically worthless, and it became the *rejected stone* in the structure of our great governmental edifice whose proportions were soon to develop and arise almost as harmoniously as if to the music of the lyre. The future history of this territory fully exemplified the statement that "The stone which the builders refused is become the head stone of the corner."

It has been stated that no event has a separate existence, and certainly is this true of the Ordinance of 1787. Some of the most basic historic principles of our government are interwoven in its provisions, and out of it have emerged many judicial interpretations and state constitutions, and other governmental documents; and when we think of the numerous and fortunately vain attempts to amend the compact, and of the bulwark of strength hurled against it at various times by would-be reformers and fanatics, we rejoice that its magnanimity was ever preserved and unhesitatingly look upon it as one of the "Three Title Deeds to American Constitutional Liberty." Bancroft, in prophetic language, thus describes the grandeur of its origin:

"Before the Federal Convention had referred its resolutions to a committee of detail, an interlude in Congress was shaping the character and destiny of the United States of America. Sublime and humane and eventful in the history of mankind as was the result, it will take not many words to tell how it was brought about. For a time wisdom and peace and justice dwelt among men, and the great Ordinance, which could alone give continuance to the Union, came in serenity and stillness. Every man that had a share in it seemed to be led by an invisible hand to do just what was wanted of him; all that was wrongfully undertaken fell to the ground to wither by the wayside; whatever was needed for the happy completion of the mighty work arrived opportunely, and just at the right moment moved into its place."

That the great Northwest has "shaped the character and destiny of our republic" goes without demonstrating. Its early settlement secured it unreservedly for the Union. The laws by which it was to be governed made it forever free territory and dedicated it to the principles of morality, education, and religion. In times of peace or war, its policy has been always in support of a strong central government and in fostering the welfare, happiness, and culture of its inhabitants. Its five great states held the balance of power during the trying times of the Civil War; these were loyal states, and at the suggestion of Ohio, with an Ohio University man as governor, a conference of the "war governors" of Ohio, Indiana, Illinois, Wisconsin, and Iowa was held, and as result of this conference, 85,000 new troops were placed in the field, Ohio furnishing 30,000 of this number.

It is acknowledged that the authorship of the clause prohibiting slavery belongs to the Rev. Dr. Cutler. After the first draft of the Ordinance was presented to him, he returned it stating that better terms of purchase could be had

of several of the states and announcing his intention to cease the negotiations for the Ohio Company and the possibility of presenting his proposition to Massachusetts for territory now in Maine. A committee from Congress waited on him with the original draft asking him to make such changes or amendments as he desired. It is authoritatively known that when the Ordinance, corrected by Dr. Cutler, was again presented to Congress, the clause prohibiting slavery was in it, and in this manner it was passed. To the claims of the various persons connected with this clause, in the first Ordinance presented, Bancroft makes the following statement:

"Thomas Jefferson first summoned Congress to prohibit slavery in all the territory of the United States; Rufus King lifted up the measure when it lay almost lifeless on the ground, and suggested the immediate instead of the prospective prohibition; a Congress composed of five Southern States to one from New England and two from the Middle States, headed by William Grayson, supported by Richard Henry Lee, and using Nathan Dane as scribe, carried the measure to the goal in the amended form in which King had caused it to be referred to a committee; and as Jefferson had proposed, placed it under the sanction of an irrevocable compact."

We can scarcely comprehend the extent of the influence of this clause. Well do we know, that its existence foiled the attempt of anxious politicians to introduce slavery, and the records of Congress show that the resolution to this effect never went farther than the committee to which it was referred; and it also allayed the enthusiasm of kindred statesmen when the first constitution of Ohio was being framed. It has stood the test of several assaults, and this article of the Inviolable Compact is now a part of the supreme law of our land. In this connection it must be observed in how many particulars the great Ordinance has overshadowed the constitution, and history but repeats itself when the latter either by amendment or judicial interpretation adorns itself with some new cardinal principle or maxim, thus giving it greater brilliancy and making it to shine with an increased luster.

THE COON-SKIN LIBRARY

The early settlers of Ohio being entirely isolated and remote from schools and libraries felt keenly the absence of means for mental improvement. Co-ordinate with the establishment of schools and the erection of churches was the tendency of our pioneers to establish libraries. Possibly the earliest was the "Belpre Farmers' Library," established at Belpre in 1796. Another went into operation at Cincinnati in 1802. In 1803, at a public meeting held in Ames township, Athens county, the policy of establishing a public library was discussed. It soon developed that the greatest obstacle in promoting this enterprise was the scarcity of money. The pioneers' wealth consisted chiefly in "coon skins," and it was difficult to find a market for even these, their sole article of commerce. They collected quite a number of pelts and sent Esquire Samuel Brown to Boston with them. The proceeds of these skins were to be invested in a public library, and called in the original record the "Western Library Association," which was founded at Ames, February 2, 1804. The Rev. Dr. Manasseh Cutler accompanied

him and made the selection of the purchase. Thomas Ewing, probably, was accountable for its name, he contributing all his accumulated wealth at that time, "ten coon skins," for this purpose. Senator Ewing in his autobiography says:

"About this time the neighbors in our and the surrounding settlements met and agreed to purchase books and to make a common library. They were all poor and subscriptions small, but they raised in all about \$100. All my accumulated wealth, ten coon skins, went into the fund, and Squire Sam. Brown, of Sunday creek, who was going to Boston, was charged with the purchase. After an absence of many weeks he brought the books to Capt. Ben. Brown's in a sack on a pack-horse. I was present at the untying of the sack and pouring out of the treasure. There were about sixty volumes, I think, and well selected; the library of the Vatican was nothing to it, and there never was a library better read."

The remnant of this library is now merged in the spacious library of the Ohio University, and while the library is a magnificent one containing thousands of volumes, and the building itself erected at an expense of more than \$50,000, yet the term "coon skin" library will always be applied to it, and the patrons cherish a just and righteous pride in this endearing yet homely title.

More than 20,000 people have received the whole or a part of their education at this Institution. Space will not permit the names of even the alumni. Ohio University now has a faculty of 44 members, an enrollment of more than 1,000 students, and an annual revenue of about \$125,000. Connected with it is the State Normal College, established by act of the legislature passed in 1902. On the beautiful campus of the University may be seen the first building in Ohio erected at state expense designed for the training of teachers for service in the public schools. The building is a model of its kind, and was finished and made ready for occupancy at a cost of \$52,000.

Ohio University now includes the College of Liberal Arts, the State Normal College, the Commercial College, College of Music, the Department of Electrical Engineering, the Department of Civil and Mining Engineering, the Department of Drawing and Painting, and the State Preparatory School.

The summer school of 1904 at the Ohio University was the largest in the state and numbered 557 students. The indications are that the prospective summer term beginning June 19, 1905, will be even greater in numbers. The increased appropriation given by the State Legislature has added a stimulus to every department and this fact, together with the prestige given it by the faculty give assurance of success for the institution in which every friend of liberal culture can have just pride.

Dr. Alston Ellis is president of Ohio University. During his administration, the enrollment has rapidly increased, and two new buildings have been erected. Dr. Ellis is possessed of strong executive ability, and every department of the institution reflects his energy, enthusiasm, and infinite resourcefulness.

THE FIRST GRADUATE

Thomas Ewing was the first graduate of the Ohio University, and he best illustrates the excellence of that intellectual strength, which prompted and directed

our governmental movements for the major part of the Nineteenth century. A noted contemporary of this eminent jurist, said of Mr. Ewing: "How instructive is the life of such a man, and with what force does it commend itself to every young American, not only arousing him to exertion, but admonishing to fix his ambition high, and to gratify it only in the path of virtue, integrity and honor, and thus to win that reputation that abides and outlasts the corrosive rust of time."

Ewing was the son of an early pioneer and his early life was one of industry and hardship. He received a common school education, and by teaching and working in the Kanawha salt works, he managed first to see his father's family out of debt and later to attend the Ohio University, from which he graduated in 1815. Certainly from the richness of his future career, the knighthood of the Fourth commandment, "Honor thy father and mother," was never more exquisitely revealed and its promises more copiously filled than in the later life of Mr. Ewing.

What magic is there in the light of hickory bark, and what a charm or enchantment in the glow of the pine-knot and the feeble flicker of the tallow candle! To be born in a log cabin, to be reared amid hardships, to be educated with great difficulty form a combination of qualities, which designate fame, fortune, power, and prestige as is instanced almost universally in the lives of our early Ohio statesmen. This is our political doctrine of manifest destiny. It is like the "open sesame" of the Arabian Nights, by whose magic command, all resistance immediately vanished; or like the loosening of the Gordian knot, the secret of which our aspiring youth, would give their futures in exchange to know. What a criterion! In logic, how absurd, yet in fact how true. But when we penetrate more deeply into the lives of these monarchs of mind, we learn that they were truly able, home loving, patriotic, and righteous, and they thus possessed all the marks of nature's noblemen.

After graduating from the University, Thomas Ewing studied law in Lancaster, and was soon admitted to the bar. He began practicing at the age of twenty-eight, verifying the maxim "that the law has hope for those who come to it late." His broad practical experience and his keenness of logic soon brought him to the front, and his counsel and advice was sought for in the leading cases of his day. From his force of logic and masterly presentation of facts, he was called the "Great Logician of the West."

"SUNSET" COX

Samuel Sullivan Cox was born at Zanesville in 1824. He received his early training in the common schools, and after taking such high school work as was then afforded he attended the Ohio University for a period of years. He left the institution during the presidency of Dr. W. H. McGuffey, entering Brown University, from which he graduated in 1846. Cox was a wit, an humorist, and a writer of great ability. He was indeed a bundle of nerves, and was keenly alive to everything about him. He was an example of fine sentiment and feeling, and his tender sympathy for all the humanities endeared him to his fellow-men

and at once made him a veritable fountain of sensibility and emotion. In his speech on the Life Saving Service Bill, he said: "Humanity, more beautiful than art and more profound than science, has bent over her tempestuous seas her grand ethereal bow, unfolding its hues of promise as an everlasting covenant with heaven."

During his stay at Athens a lawsuit between the college and the town was decided in favor of the latter, much to the displeasure of the students. Party spirit ran high, and the division lines were as marked as in fights between "towns-men" and "gownsmen" in an English university town. A celebration most distasteful to the college boys was decided on; a bonfire was to be built speeches made, and a cannon fired. The bonfire blazed, the speeches were made, but the boom of the cannon was not heard, for the "great gun" of the town, a six-pounder, had been prudently spiked the night before by a daring college boy. It was not known till long after that the youth who so effectually silenced the voice of the cannon for that and for many succeeding nights was "Sunset" Cox, a man who was destined to live not only in immortal type, but in the hearts of a grateful posterity as well.

JOHN BROUGH

In the same year in which the Ohio University was founded there came to Ohio the family of John Brough, Sr., from Maryland, who settled in the valley of the Little Muskingum in Washington county. It was here that John Brough, the eminent war governor of Ohio, was born in 1811. Brough was a born executive; strong in physique, resolute of countenance, he possessed that thoroughgoingness and accurate execution which characterized his administration as governor of Ohio. His type was that representative of a strong and determined will, and it is in this particular that he distinguished himself in early life, in college at Athens, in the field of journalism, and in the governor's chair.

Brough attended such common schools as were afforded at that pioneer period, and early in life, like Ben Franklin, was apprenticed as a printer. It was his experience in the print shop that gave him such a comprehensive view of human nature, and many facts here acquired by his absorbent mind gave him a stock of information which stood copious draughts during his future career. He was not a theorist; his clear logic, apt perception, and open and frank disposition moved him to apply promptly and well his new acquisitions of knowledge. While a student at the university his work was characterized by zealous effort and diligent research. He worked in the office of the *Mirror* during his leisure hours and thus defrayed his expenses. He was a great athlete, and while at Athens, tradition has it, that he accomplished his greatest feat by kicking a football over the main building of the university.

AN OUTLINE HISTORY OF DENISON UNIVERSITY

BY DR. EMORY W. HUNT.

The first movement among Ohio Baptists on behalf of collegiate education was doubtless a part of the educational impulse felt throughout the denomination

in America in the second decade of the Nineteenth Century. An organization called the Ohio Baptist Education Society was formed in 1816 at Youngstown, Ohio, whose constitution, still extant, provides for the establishment of a college and the assistance of young men preparing for the ministry. This movement did not effect immediate results, although its influence may be traced in the years immediately following. The Cincinnati Baptist Missionary Society, organized in 1824 as a preliminary step to the organization of the Ohio Baptist Convention which took place two years later, states in its constitution that ministerial education was one of its two objects. It was not, however, until 1830 that the definitive movement for the founding of a college took place, when, on May 30, at the house of Ichabod Corwin, in Lebanon, Ohio, seventeen representative Baptists of the State met and organized themselves into a society for the establishment of "a Literary and Theological Seminary." The society, to be thenceforth known as the Ohio Baptist Education Society, met again in Zanesville, October 6, of the same year; rejected a proposition to locate the institution at Newport, Ky., across the river from Cincinnati; adopted a constitution for the projected institution; elected thirty-six trustees for the college and named committees to solicit funds and proposals for its location. Rev. Geo. C. Sedwick, of Zanesville, one of the leaders in the movement, was appointed principal of a preparatory school to be opened in Zanesville pending the establishment of the college itself. His published prospectus of the school is extant, but no further account of it.

The critical meeting was that held at Lancaster May 25-26, 1831. Here the plans were modified, the constitution revised to broaden its purpose more decisively beyond that of ministerial training; the number of trustees was limited to twelve, and the location of the institution was decided. Among a number of offers, the Society accepted one from Granville, at the center of the State, embodying an offer of a farm valued at \$3,400, and secured mainly through the influence of Allen Darrow, the young Baptist minister at Granville, and Charles Sawyer, first treasurer of the Education Society and the founder of what is now Shepardson College. Marked influence upon this meeting was exerted by Dr. Jonathan Going, of Worcester, Mass., afterward president of Denison, but then on the memorable visit to the Mississippi Valley which resulted in the founding of the American Baptist Home Mission Society. The first subscription paper resulted in the raising of forty-three dollars from thirty persons, and from this modest beginning the Granville Literary and Theological Institution was opened, Dec. 13, 1831, in the Baptist Church of Granville. Only a preparatory school could at first be organized, and the sole teacher for the first session was Professor John Pratt, a graduate of Brown University, who remained a member of the faculty until 1859. Thirty-seven students were enrolled at the first session, and in the second seventy-two. In 1837 Dr. Jonathan Going was called to the presidency, the institution having by this time assumed its collegiate type. Dr. Going continued in the strenuous foundation work at Granville until his death in 1844, when he was succeeded by Dr. Silas Bailey, also an alumnus of Brown, which institution furnished a proportion of presidents and faculty such as gave in the early life of the college a preponderating and invaluable influence. This New England heritage is augmented by the fact that Granville itself was the result

of a colony which came from Granville, Massachusetts, in 1805, bringing with it church and town organization with marked New England features, which have characterized the Western village throughout all of the succeeding century. All this has helped in the maintenance of a thoroughgoing type of work, to which the college has held throughout its history in the face of prevailing tendencies toward a lower ideal.

The first generation of the college history was a period of extreme hardship, and was passed practically without an endowment. The destruction of the college buildings by fire in 1852 before they had been occupied or insured was a terrific blow. Gifts were small, and expenses of agency, high interest rates on borrowed money, and the use of principal for building purposes and current expenses absorbed contributions as fast as they were made. The excessive valuation put upon relatively small gifts is seen in the standing offer in the early years of the institution to name it after any one who should give \$10,000 to its endowment, a proposition which resulted in the naming of the institution for William S. Denison, of Adamsville, in 1853.

The college was located for its first twelve years one mile southwest of the village. In 1853, at the close of Dr. Bailey's administration, extreme discouragement prevailed, teaching was discontinued for a few months, and tempting offers came for the removal of the school to Lebanon, where the movement had originated. But Dr. Jeremiah Hall, pastor of the Baptist Church at Granville, in this emergency was called to the presidency, rallied the forces of the denomination, and the site of the college was removed to the noble hill in the village, where it now stands on one of the most eligible college sites in America. Dr. Hall's administration (1853-1863) saw the increase of the property from \$14,000 to about \$50,000, yet still with no endowment and only a hand-to-mouth method of meeting salaries and other expenses.

The second generation may, in a general way, be called the era of Denison endowment, since it saw the financial rise of the institution from the possession of \$50,000 of property and no endowment to the possession of a million dollars, two thirds of it in productive endowment. This period may be considered as beginning with the administration of Dr. Samson Talbot, the first alumnus of the college to serve as its president. The depletion of attendance and support caused by the civil war brought about another grave crisis and proved the necessity of a substantial endowment fund in order to insure the permanence and regularity of the college work. The raising of the first \$100,000 in 1867 was probably the most notable achievement in the financial history of the college. It was not merely that it was relatively a greater amount for Ohio Baptists in 1867 than the quarter of a million raised in 1900, but that it marked the decisive action of the trustees which forever forbids the use of the endowment principal for current expenses. With this element of permanency secured, and with the generous leadership of such men as E. E. Barney and Ebenezer Thresher of Dayton, J. M. Hoyt of Cleveland and W. H. Doane of Cincinnati, an additional \$100,000 was raised during the next decade, and the raising of funds has proceeded with a fair approximation to the needs of the institution in all the succeeding years. The lamented death of Dr. Talbot in 1873, after an administration of ten years,

left the college in the administrative care of Professor F. O. Marsh as acting president until the election of Dr. E. Benjamin Andrews in 1875, whose four years' presidency was marked by the vigor and inspiring qualities which have since made him so prominent a figure in American education. He was succeeded from 1879 to 1886 by Dr. Alfred Owen in years of quiet, steady growth, his successor from 1887 to 1889 being Dr. Galusha Anderson, formerly president of the first University of Chicago. In 1890 came Dr. D. B. Purinton, who broke the continuity of the line of ministerial succession, and conducted a successful administration until called to the presidency of the University of West Virginia in 1901. During his administration Doane Academy Hall and Barney Science Hall of the University and King Hall of Shepardson College were erected; the endowment movement of 1900 resulted in the addition of more than \$250,000 to the endowment; and Shepardson College became formally consolidated with Denison University, with which it had since 1887 been closely affiliated. In 1901 Dr. Emory W. Hunt, pastor of the Clarendon St. Baptist Church, Boston, was elected to the presidency and still occupies the office. During his administration thus far, extensive additions and improvements have been made to the buildings and equipment of the university, involving an expenditure of about \$200,000. Cleveland Hall, the Gymnasium and Y. M. C. A. building; a central heating and lighting plant, furnishing hot water heating and electric lighting to all of the buildings; the remodeling and refurnishing of the interior of the Men's Dormitories; and the erection of a pipe organ in Recital Hall, are results of the movement thus far, with three other buildings wholly or partly provided for, bringing the number of buildings of the University up to about twenty. The curriculum has also been greatly strengthened by the more definite establishment of the work of History and Economics and of Engineering; and the attendance has increased, especially in the collegiate department, until nearly five hundred students are enrolled from twenty-one states and territories, with faculty and officers to the number of forty.

The curriculum of the college has been steadily strengthened throughout its history, and has at least kept pace with the intellectual growth of its environment, for the most part being distinctly in advance of the standard which Western institutions have commonly thought the highest practicable. At the beginning it entered upon the manual labor experiment, which was epidemic in American educational circles at the time, but speedily proved its impracticability. The institution also, owing its origin to the Ohio Baptist Education Society, which for some years elected the trustees of the institution, sought for several decades to maintain in some form a theological department, but it was never largely successful and disappeared wholly after 1870, although there have always been large numbers of ministerial students in the college. Attempts were made also to establish an Agricultural Department, and lectures and experimentation were provided for during the winter weeks, but this feature never became thoroughly established and was soon eliminated. Denison has had an unusual record among denominational institutions of collegiate type for the quality and extent of its scientific work. This element began to be prominent with the appointment of Professor L. E. Hicks in 1870, who was elected to "the Chair of Natural Science."

covering the branches now taught by six men; but to the late Professor Clarence L. Herrick, whose work began in 1885, is doubtless chiefly due the enlargement of scope and enthusiasm since shown in the scientific work of Denison. Besides the differentiation of the work of physics, chemistry, biology, geology and botany, and the erection of a model scientific building equipped with some \$25,000 worth of apparatus, special research and publication work of a genuine university type have been carried on. *The Bulletin of the Scientific Laboratories*, and the *Journal of Comparative Neurology and Psychology*, are publications highly valued by scientific men in Europe and America. The latter publication is a quarterly in its fifteenth year, issued by the University Press, with Dr. C. Judson Herrick, of Denison, as managing editor and Drs. Yerkes of Harvard, Strong of Columbia and Jennings of Pennsylvania as associate editors, and with other scientific men of American and European universities as collaborators, it being the only journal of its kind in America.

Besides the names mentioned in the presidential list some others prominently identified with the building up of the University deserve mention. Paschal Carter, the first teacher of mathematics, was a member of the faculty from 1832 to 1854. John Stevens, D. D., connected with the faculty as vice-president and filling various chairs from 1838 to 1845, and again from 1859 to 1877, was a foremost factor not only in the history of Denison, but of the Baptist denomination at large in the West. His son, Dr. William Arnold Stevens, also had notable influence as professor of Greek for a decade before his call to the important chair which he still holds in Rochester Theological Seminary. Dr. William Rainey Harper, as teacher and principal of the preparatory department from 1876 to 1879, gave the school a permanent impetus and subsequently has drawn a score of Denison men into the faculty of the University of Chicago. Drs. J. L. Gilpatrick and R. S. Colwell have served uninterruptedly as professors of Mathematics and Greek from 1874 to 1877, respectively. Many another name is scarcely less worthy of mention, and for its success the University is indebted in unusual degree to its board of trustees, who have led personally in every important movement (those from the city of Dayton alone having contributed a quarter of a million to the endowment), and have guarded the funds so admirably that the highest income has been received with absolute safety.

The history of what is now Shepardson College and a constituent part of the University runs in lines parallel to that of Granville College (the early name, which has been resumed for the men's college). The Granville Female Seminary was founded by Charles Sawyer, who was so prominent in the organization of the college, as a private enterprise, though he desired to have it a denominational enterprise from the beginning. It opened in December, 1832, just one year after the college, but was sold to the Episcopalians in 1838 for lack of funds, all Baptist resources being taxed to maintain the struggling college. In 1859 Dr. and Mrs. N. S. Burton opened a school for girls in the basement of the Baptist Church, and two years later the original school was purchased from the Episcopalians by Dr. Marsena Stone and has since remained in Baptist hands. It was purchased by Dr. Daniel Shepardson in 1868 and conducted under the name of the Young Ladies' Institute with marked success until 1887, when Dr. Shep-

ardson gave the valuable plant to the Baptists of Ohio, conditioned upon the raising of \$100,000 for its endowment. This was successfully carried out and the name appropriately changed to Shepardson College. From that time its curriculum was practically identical with that of Denison, until in 1900, as has been stated, the consolidation was formally effected, the young women now receiving the same instruction and degrees as the young men, though retaining their separate campus and halls, with the women teachers resident among them. Doane Academy, for young men, the Preparatory Department of Shepardson, the Conservatory of Music, and the School of Art complete the organization of the University as it stands in 1905, after three quarters of a century.

MARIETTA COLLEGE

BY PROF. H. L. WARREN.

This noted institution is the outgrowth of the sentiment of the original settlers of the town, who went there from New England, and who demanded for their children that which they themselves had received in their Eastern homes, a liberal, classical education. On April 29, 1797, the citizens put their ideas into practical form by erecting the old Muskingum Academy, which stood on Front street, just north of the Congregational church. Here, for over a quarter of a century, the classics and other high school branches were taught. The Academy's first preceptor was David Putnam, grandson of General Israel Putnam, and a graduate of Yale College. In later years came Marietta College as a descendent of this Academy. The year 1830 saw established, by the Rev. Luther G. Bingham, the Institute of Education. It embraced four departments, the two higher being known as the "High School" and the "Ladies' Seminary." In 1831 Mr. Mansfield French became associated in partnership with Mr. Bingham, and in 1832, after the high school had been in operation about a year and a half, at the instance of Messrs. Bingham and French, an advisory board of trust was appointed, and on November 22, following, a meeting was held at which action was taken for the incorporation of the institution under the name of the "Marietta Collegiate Institute and Western Teachers' Seminary," the charter being obtained December 17, 1832. On the 16th of January, 1833, the organization was perfected with John Cotton, M. D., as President; Douglas Putnam, Secretary; John Mills, Treasurer. On October 16, 1833, the institute was opened in a large new building on the college campus. The charter secured in December, 1832, was defective, as it gave no power to confer degrees, and in having a clause allowing the legislature to repeal it. In February, 1835, a new charter was granted by the State, giving the requisite power to confer degrees, and without the objectionable clause authorizing a repeal. The name was also changed from the "Marietta Collegiate Institute and Western Teachers' Seminary," to "Marietta College." Shortly after this the Rev. Joel H. Lindsley, then pastor of the Park Street Church, Boston, Massachusetts, was elected to the presidency. Thus, when the fall session of the institution was opened as Marietta College in 1835, the faculty consisted of five members: a president, who had charge of the department of Moral and Intellectual Philosophy; a professor of Greek and Latin; a

professor of Mathematics and Natural Philosophy; a professor of Rhetoric and Political Economy, and a principal of the Preparatory Department.

The college was founded in the interests of religion as well as education. The trustees in their first statement, issued August, 1833, said: "The board wish it to be distinctly understood that the essential doctrines and duties of the Christian religion will be assiduously inculcated, but no sectarian peculiarities of belief will be taught." This broad Christian attitude has been maintained ever since. The college is distinctly non-sectarian; four different denominations are represented in its board of trustees, and four in its present Faculty. On the other hand the Christian ideal is held most firmly and endeavor is made to influence positively the young people who study there.

The college buildings are of the most completely appointed character. The present dormitory building was begun by Messrs. Bingham and French in 1832, and completed by the trustees of the College Institute in 1833. Until 1850 it served all the requirements of the institution and it has been in continuous service up to the present time. The original campus consisted of a strip 150 feet wide, running from Fourth to Fifth streets. There were then three dwelling houses on the Fourth street side of the square, besides an adjacent brick mill. In the winter of 1834-5 the house of William Todd, near the corner of Putnam and Fourth, was purchased. It was used until 1870 as the President's home, and for students' quarters until 1874, when it was demolished. The lots south of the original college yard, together with a brick dwelling house built in 1817, were bought in 1836. This house was used by the Preparatory Department from 1870 until the erection of Andrews' Hall, in 1891. Prior to that the department had occupied the brick mill building on Putnam street, which was razed in 1869. Erwin Science Hall, begun in 1845, was first occupied by the college in 1850. The Library or Alumni Memorial building was erected in 1870, Andrews' Hall in 1891. All of these buildings were constructed almost exclusively with home funds. What money was obtained abroad was used for the support of the professors and for kindred purposes. The college property was further enlarged by the purchase of the athletic field in 1890, and of the observatory and connecting lots on Fifth street in 1892. The house on Fifth street, formerly occupied by ex-President Andrews, after being used for some years as a boarding house for young men, was, in 1901, transformed into a home for the young women students from out of town. In 1882, William Chamberlain Gurley interested a number of gentlemen in the study of astronomy. A company was formed and an observatory built the same year. This became the property of the college in 1890 and was afterward removed to its present site. Mr. Gurley became the Director in 1891, and held the position until 1898. The college has had a library since its foundation. In 1838 it contained 3,000 volumes, and the growth of the college has been steady since that time. In 1860 there were 17,000 volumes; in 1885, 33,000 volumes, while to-day there are over 60,000, making it the largest institutional library in Ohio, and excelled by only five west of the Alleghanies. The manuscript materials of the library are numerous and of great value. They include the records of the Ohio Company, and many journals and letters, belonging to the pioneer days.

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Financially, the college was never in so adequate a condition as at present, though needing much more to provide for its maintenance and promote its growth.

Marietta has a museum of great interest and value, although lacking sufficient space for proper display.

The presidents of the college were as follows: Dr. Joel H. Linsley, 1835-46; Rev. Henry Smith, 1846-55, Rev. Israel Ward Andrews, 1855-85; John Eaton, 1885-91; Rev. John W. Simpson, 1891-96; Professor Joseph H. Chamberlin, acting president, 1896-1900. In June, 1900, Rev. Alfred T. Perry was elected president, and continues in that incumbency.

The graduates of a college make its reputation, and Marietta has reason to be proud of the record of her sons. Although there have been no Presidents of the United States among her alumni, there are two governors, William Irwin, governor of California, 1875-79; A. B. White, governor of West Virginia, 1901. Four have been members of Congress and ten members of State legislatures. Goshorn, '54, Director-General of the Centennial Exposition; Loomis, '83, Minister to Venezuela; Dawes, '84, Comptroller of the Currency, are illustrations of high political advancement in other lines. Two hundred and seven graduates have become ministers, twenty of them foreign missionaries; 117 lawyers, 68 physicians, 104 teachers, among them eight college presidents and 36 college professors.

Marietta was represented in the Civil War by 93 alumni, 40 of whom won commissions. The college has two literary societies, formed in 1839, the Alpha Kappa and Psi Gamma.

In 1890, Rev. John L. Mills, for many years a professor in the college, established the Elizabeth College for Women. It was always in close affiliation with the college, and in 1893 passed into the control of the latter as the Marietta College for Women. On account of the expense involved in maintaining two independent institutions under one management a consolidation was effected in 1897, the young women being admitted to the college, which then became co-educational in the fullest sense. From the beginning it has been necessary to have a preparatory department connected with the college, because the schools do not give adequate preparation for a college of this high grade, and for this purpose the Academy was instituted.

The progress of Marietta has been substantial and steady, its traditions are good, its customs sober and cultivated, and those who study there receive a corresponding elevation of spirit and morals.

WITTENBERG COLLEGE

BY DR. CHARLES G. HECKERT.

The first step toward the founding of Wittenberg College was taken by the East Ohio Synod of the Lutheran Church in the fall of 1842, when a committee was appointed to suggest a name and place for such an institution. The decision as to the place finally rested between Wooster and Canton, Ohio, the former at last being selected. A charter was secured from the State, and the work of building up a college was entrusted to the Rev. Ezra Keller, who was at that

time a pastor at Hagerstown, Maryland. Soon after his arrival the young institution was removed to Springfield, Ohio, and in 1845, under a second charter, Wittenberg College, as it is today, came into being.

Seventeen donated acres formed the nucleus of the present campus of forty acres, and the work of building was promptly begun. Instruction, however, was started at once in the First Lutheran Church of this city, the total enrollment for the first day being nine. By the end of the year this had reached the impressive total of seventy-one. The attendance increased from year to year during the four years of splendid fundamental work done by President Keller, who, at the early age of thirty-six, had accomplished all of his earthly work.

For twenty-five years the destiny of the institution was controlled by the scholarly oversight of its second President, Dr. Samuel Sprecher, who still survives at San Diego, California, in his ninety-fifth year. During his administration the large dormitory for boys was completed, and an endowment fund sufficient for the less exacting demands of those times was raised.

"When the guns at Sumter thundered the prologue of our national tragedy, fifty-two loyal collegians transferred their allegiance from the Muses to Mars, and demonstrated on the field of battle that culture does not thin the blood or dull the edge of resolution."

The year 1874 brought the introduction of co-education, and since that time the young ladies have shared in all the victories and defeats incident to college life. The same year also terminated the long administration of President Sprecher, who yet remains, after thirty years, professor emeritus of systematic divinity.

For seven years Dr. J. B. Helwig guided the affairs of the growing institution. These years were marked by the rejection of a serious proposition to remove the institution to Mansfield, Ohio. There was also a determined effort for the erection of the new Recitation Hall. This movement was not completed until after the resignation of Dr. Helwig, who was compelled, because of ill health, to retire from his office.

During the incumbency of Dr. S. A. Ort, the fourth President of Wittenberg, buildings of modern equipment were erected in pleasing succession. In 1886, Recitation Hall was dedicated; in 1887, Ferncliff Hall, for the accommodation of the young ladies; in 1889, Hanna Divinity Hall, for the work of the theological school; also, in 1889, the Gymnasium; in 1892, the Zimmerman Library.

During these years of President Ort's administration, notable additions were made to the endowment funds of the college, including special gifts for the endowments of chairs. In 1900, Dr. Ort resigned, and since that time has been professor of philosophy and systematic theology.

The administration of President J. M. Ruthrauff was a very brief one, extending through but little more than a year of actual service. His death, in 1902, was sudden and greatly regretted by all.

The sixth president, Dr. Charles G. Heckert, has just closed the second year of his administration. It is his purpose to carry out along conservative lines the wise and progressive methods of his predecessors. There have already been

additions to the teaching force and a very large addition to the endowment through the bequest made by a friend of the college. The Faculty is composed of men who are thoroughly modern in their methods, many of them graduates of the best universities of this country and Europe. In addition to the regular classical and scientific courses, there are schools of music and art efficiently organized. The attendance is slowly increasing.

The Theological School in connection with Wittenberg College prepares men for the preaching of the gospel in accordance with the doctrines of the Evangelical Lutheran Church. There are usually from twenty-five to thirty students in attendance. This school of the prophets has been a very efficient helper in the work of the church throughout the State of Ohio, Indiana, Kentucky, Illinois and Michigan. Indeed, the graduates are to be found in many of the states of the union, as well as in foreign lands.

Another is responsible for the following sketch of the physical Wittenberg: "The campus comprises about forty acres. It is delightfully and picturesquely billowed with wooded slopes. From Ferncliff avenue the main walk mounts abruptly to the stately old dormitory. A carriage road diplomatically avoids the slopes, and, flanking the dormitory, describes a wide arc past professors' residences to the Hanna Divinity Hall, a beautiful modern structure, poised like an architectural benediction on the loftiest knoll overbrooding the campus. About one hundred yards south sits the Zimmerman Library, the gem of the group. To the right is the gymnasium, unpretentious but serviceable. About half way down the slope looms Recitation Hall, much the most stately structure on the ground. At the foot of the hill Ferncliff Hall, for the accommodation of the young ladies, flanks the Conservatory of Music, and the circle is complete."

CHAPTER XXVIII

PUBLIC SCHOOLS

PUBLIC SCHOOLS

PUBLIC SCHOOLS OF CLEVELAND

BY PROF. H. L. WARREN.

THESE schools have long had not only a national, but a world-wide reputation among educators for the supreme excellence to which they have attained. The standard maintained by the teachers is of the highest, the buildings are models of architectural beauty and elegance, their equipment representative of the most advanced twentieth century ideas. All this to the honor and glory of the Buckeye State in general, and the prestige of the Forest City in particular.

It was in 1836 that the first free school was opened in Cleveland; for the forty years previous private schools of various degrees of merit were the only sources of education for the young, and the schoolmaster of the pioneer days was equipped with but little more than a spelling book and the inevitable accompanying birchrod to direct his pupils to the paths of learning. According to the work written by William J. Akers, author of "Cleveland Schools in the Nineteenth Century," and who made exhaustive researches into his subject, the first school was opened about 1800 for the five children of the three families then in Cleveland. In 1810 the population had grown to 57. In those frontier days Sarah Doan had charge of a school conducted in a log cabin near the Kingsbury's, on the Ridge Road, and Squire Spafford's daughter Clara taught in Alonzo Carter's log cabin, the number of scholars in both schools not exceeding 25. In 1814 school was taught by a Mr. Capman, who used a small frame building on the Case lot, the pupils all being small. The Rev. Stephen Peet and a Mr. Foote conducted schools in 1814-15, winter sessions. In an address in the "Annals of the Early Settlers' Association," Samuel Williamson tells of going to school in a barn which stood back of the American House, where, on an occasion remembered by him, a severe storm of wind, hail and rain blew through the cracks and knot-holes, compelling the teacher to break up school for the day. Afterward a school was kept in a shed which later became the site of the Commercial Building, and a school also was taught by Benjamin Carter in a little old building on Water street. Of early schoolhouses in the country adjacent to the village of Cleveland, one was on Fairmount street, another, a big log house (built 1822), on Giddings avenue. In 1816 a wooden school building was erected, in a grove of oak trees, on the east side of the lot now occupied by the Kennard House, on St. Clair street. There were six windows in the building, placed too high for the pupils to look out. This was the first school property owned by Cleveland as a corporation. But, while the village owned the property, a free public school was not conducted there. Qualified teachers were given the sole management of the school, rent free, and as only the very poor were admitted without tuition, it was practically a private school. There were 24 scholars in attendance the

first session, and the first teacher was Luther M. Parsons, who was paid \$190.00 for six months' service, and boarded by the inhabitants.

In 1821, a higher grade school becoming necessary, the citizens built a two-story brick building, which rejoiced in the imposing title of the "Cleveland Academy." It was about 45 feet long and 25 feet wide, and its center was surmounted by a bell tower. This school was opened on June 26, 1822, the Rev. William McLane being the first teacher. His tuition charges were: Reading, spelling and writing, \$1.75 per term of twelve weeks; grammar and geography, \$1.00; Greek, Latin and mathematics, \$4.00. Private schools were conducted in the academy for some fifteen years, and there were also quite a number of private primary schools in the town.

Cleveland's first public school was conducted in the old Bethel Chapel, corner Diamond and Superior street hill, in 1836, and was the outgrowth of a Sunday school which had been established by Sarah Van Tyne, in an old basement in the slums, near the river. The school was for the poor only, and supported entirely by charity. Cleveland becoming chartered as a city in 1836, the Common Council, under that charter, was authorized to establish a school system. It was provided that each ward should constitute a school district until such time as the City Council made a division of any ward into two or more school districts. The Council was given right to purchase or secure by donation a lot of land in each school district as sites for school houses, and to erect in each district a substantial schoolhouse. A Board of School Managers was created, which was required to cause a school to be kept in each school district for at least six months of the year, and to make such regulations for the government and instruction of the white children in the city as should be proper and expedient. The members should examine and employ teachers; fix the teachers' salaries, subject to the approval of the Council; make repairs on schoolhouses and purchase supplies, but subject to the consent of the Council, when the supplies or repairs exceeded ten dollars a year. At the close of each year they were required to certify to the Council the expense incurred in the support of the schools. To raise money for the schools the Council was authorized to levy a tax of one mill for buildings and sites, and one mill for the expenses of operating the schools. During the first quarter, ending September 22, 1836, 229 children received instruction at an expense of \$131.12. An important action in the history of the schools was taken by the Council October 5, 1836, when the first Board of School Managers was appointed, the members being John W. Wiley, Anson Hayden, Daniel Worley. From this time on great attention was given to and constant progress made in the public school system of the city, though for some years the buildings were inadequate to accommodate the numbers that clamored for admission as pupils.

On March 29, 1841, the Council elected as School Managers for the ensuing year: Charles Bradburn, George Willey, Charles Stetson and Madison Kelley. The two first named have had more to do with the upbuilding of the public schools of Cleveland than any others who have ever been associated with the schools in any way, and Charles Bradburn is known as "the father of the Cleveland schools." The two men worked in unison. Mr. Bradburn attended to the business interests

of the schools, and, more than any one else, must be given credit for the school buildings erected and the wonderful progress the schools made during the twenty years he devoted to them. Mr. Willey gave more attention to the educational side, and his reports to the Council as acting manager are full of recommendations for improving the work in the several schools.

Charles Bradburn, to whom the schools owe so much, and who founded the first free high school in the West, was born in Attleboro, Massachusetts, July 16, 1808, his father being a cotton manufacturer; his mother died when he was but seven years old. At the age of 16 he became an apprentice in the Lowell machine shop, and three years later was graduated with a diploma from the Middlesex Mechanics' Association. After serving for two years as journeyman, he entered the classical school of Professor Coffin, at Ashfield, Mass. On leaving there he returned to his trade, and also began manufacturing. Later he conducted a store in Lowell. In 1836 he migrated with his family to Cleveland, where he engaged in the wholesale and retail grocery business. His trade increased rapidly, and in 1840 he built a large warehouse at the foot of St. Clair street, and gave up the retail end of his business. At the same time he established a distillery on the west side of the river. He filled many important public offices, and to his efforts, made in the face of persistent, powerful opposition, the Central High School owes its early establishment. He died August 20, 1872. In the early sixties he wrote: "After a life almost as long as is allotted to man, the only thing I find to glory in is having been able to render some service to the cause of popular education; to be called by so many of our ablest educators 'the father of our public schools is glory enough and ample compensation for many years of hard labor and the expenditure of much money in the cause.'"

Mr. Bradburn's colleague, George Willey, was born in Boston, Mass., son of Newton Willey, a prominent iron merchant and ship owner. He attended the Boston public schools up to his fourteenth year, and on the death of his father studied at Jefferson College, Pennsylvania, under the guardianship of his uncle, Judge John W. Willey. On graduating he went to Cleveland, and studied law with Judge Willey, later going into the law office of Bolton & Kelley. Admitted to the bar in 1842 he formed a partnership at once with John E. Carey, with whom he was associated for many years. An able jury lawyer, and an eloquent speaker, a profound scholar, his career was a most prominent one. Under President Grant Mr. Willey served as U. S. District Attorney for the Northern District of Ohio, for eight years. He died December 29, 1884.

In 1842 there were fifteen schools in Cleveland, with 1,200 pupils, and, in some instances, 100 scholars were crowded together in one room. Male teachers received \$40 a month; female teachers five dollars per week. The school years of 1846-7 were made memorable in the history of schools by the founding of the Central high school, the first public high school in Ohio. Rooms for the purpose were rented in the basement of the Universalist church, and Andrew Freese, of the Prospect school, was made principal, at a salary of \$500 a year. Andrew Freese, who, later, was the first superintendent of the Cleveland public schools, was born in Levant, Penobscot, Maine, November 1, 1816. His father, a farmer, was unable to give his son a college education, and the latter, therefore, entered

upon the work of teaching in order to raise money for that purpose. He continued to teach and study until his college course was completed, when he took up the study of the best systems of education, examined the best school buildings in the country, taking plans of their construction and models of their furniture. He went to Cleveland in 1840, was engaged by the school managers, and quickly became the recognized head of the schools. During his early years in Cleveland he was paid \$500 a year; later, a principal of the high school and superintendent of schools combined, he was paid \$1,300; still later, as superintendent alone, he was given the same salary. He retired from the latter position in 1861, and after teaching in the Eagle street school for a time, he again became principal of the high school in 1868, resigning in 1869 owing to ill health. The schools of Cleveland owe much of their present excellence to his labors, which covered a quarter of a century.

The school year of 1850-1 was a prosperous one for Cleveland's public schools. New buildings were erected, the schools were graded, a library started, additional teachers employed, and the number of pupils greatly increased. An intermediate department was added to the schools, giving them four departments:—Primary, Intermediate, Senior, and Central High. There were ten schools in the Primary department, ten teachers; 837 scholars; in the intermediate department eight schools, eight teachers, 680 scholars; in the senior department six schools, 12 teachers, 697 scholars, and 90 scholars in the Central high school. The first class that was graduated from the Central high school received diplomas at the conclusion of the spring term of school in 1855, there being ten members in the class.

On December 24, 1856, the council authorized the establishment of an industrial school, and soon after this school was started. In 1859 the State Legislature passed a law "to provide for the regulation and support of the common schools in the city of Cleveland," and, among other things the new law provided that the schools should be in charge of a "Board of Education," to be elected by the people. The first Board, elected April 5, 1859, was composed of Charles Bradburn, Alleyne Maynard, Dr. Charles S. Reese, William H. Stanley, Nathan Payne, W. P. Fogg, Lester Hayes, Rev. J. A. Thome, T. B. Pratt, Daniel P. Rhodes and George R. Vaughan. The Dr. Lewis system of gymnastics was introduced into all the schools during the year of 1861-2, and the teachers employed a professional instructor and equipped themselves to teach the system.

During the summer of 1863 the Board of Education elected the Rev. Dr. Anson Smyth superintendent of the schools. Before going to Cleveland he was for four years superintendent of the Toledo schools, for six years State school commissioner, and later editor of the magazine known as the Ohio School Journal. As superintendent he introduced many reforms and valuable improvements. At the commencement of the school year of 1864-5 W. W. Partridge was employed as a teacher of vocal music. He instructed the pupils of all the schools, except the primary schools, giving one-half of his time to elementary instruction. The first teachers' meetings were held during superintendent Smyth's administration, attendance of all teachers at these meetings being compulsory. Instructions were given in regard to teaching and discipline, and directions and notices respecting

reports, examinations, etc., were communicated. Addresses were made by the superintendent and outside citizens interested in the schools. On one evening of each week a meeting of the principals of all the schools was held. Rules, practices, teaching, discipline and other matters connected with the schools were discussed. In 1865, owing to the increased cost of living at that time, the managers raised the salaries of all the teachers. The average pay of male teachers was raised to \$1,200 a year, and of female teachers to about \$465 a year. There were 15 male teachers and 83 female teachers employed in 1864-5. Superintendent Smyth retired from the schools at the close of the school year of 1866-67, and there was considerable trouble in obtaining a new superintendent. The board finally elected Andrew J. Rickoff to the position. The latter was at the head of a private school in Cincinnati, and had been superintendent of the Cincinnati public schools. He had won a high reputation throughout the entire country as an educator. During the fifteen years he was superintendent in Cleveland, he did more to build up the schools than any other superintendent has ever done. He possessed a wonderful power of organization, and exerted a great influence upon all the teachers under him. When he left the schools they ranked as equal if not superior, to any public schools in the United States. He was regarded by many as the leading public school man in the country. He thoroughly revised the course of study, and corrected many evils in the grading of the schools.

The course of study for the high school in Cleveland was completely revised in August, 1867. Up to the year 1856 the course of study for the high school was devoted entirely to the work of obtaining an English education. In 1856 the course was modified and classics introduced. The English course, however, continued to be the leading course. By degrees the classical course assumed the most prominent position in both high schools. The majority of the scholars entered upon the classical or the Latin and English without sufficient preparation. In a few months these scholars generally dropped out. In the course adopted in 1867 the study of ancient languages still retained a prominent position in the course, but it was made subordinate to the study of English languages.

A new school law was enacted in 1868, which resulted in great benefit to the public schools. The new law gave the Board of Education absolute control of all moneys raised for school purposes. Under the old law the board was really a committee of the city council. It could not expend more than \$50 without authority from the council. Among other things the new law did away with the "boards of visitors." For a number of years previous these visitors had given but little attention to their work, and in consequence it was decided to abandon that method of supervision.

In 1868 a free public library was established, and was formally opened to the public, February 17, 1869. The introduction of the study of German into all of the grades of the primary, grammar and high schools was the feature of the school year of 1869-70. Music in the schools was also put upon a firm footing in that year. The school year of 1870-71 was one of wonderful progress, although no new features were introduced. Separate departments for the teaching of elocution and vocal culture and composition were established in the Central High School at the beginning of the school year of 1873-4. The commencement exer-

cises of the high schools for the year closing June 30, 1874, were a special feature of the school year. They were attended by over 10,000 people. The music was furnished by a chorus of 800 of the best trained voices of the grammar and high schools. A normal school for the training of teachers was organized in the Eagle Street School building in the fall of 1874. Under the direction of Superintendent Rickoff a very creditable exhibition of the work of the Cleveland schools was sent to the Centennial Exposition, in Philadelphia, 1876. The exhibition attracted a great deal of attention, and received favorable comment from educators all over the land. Several medals were awarded the schools.

An important action taken by the Board of Education with reference to the normal school during the school year ending in 1877, was the adoption of the principle "that inasmuch as the existence of the normal school is justifiable only on the ground that it educates and trains teachers for our schools, it cannot be made a place for the general education of those who have no natural aptitude for teaching." The rule thus adopted by the board was followed for over twenty years, and no one questioned the right of the board to enforce such a rule, until Miss Minnie Brown, in 1899, denied the authority of the superintendent to exclude her from the normal school on the ground that she was not likely to make a successful teacher. Miss Brown carried the matter to the courts. The court ordered her reinstated in the school, and declared the rule illegal.

The new Central High School building, located on Wilson avenue, was completed during the school year of 1877-78, and was dedicated with appropriate exercises. In the ten years from 1870 to 1880, the high schools had made a remarkable growth. In 1870 the average daily attendance in the two high schools was 210; in 1880, this had increased to 813. The number of youth of school age had grown during the ten years from 29,517 to 46,239.

In 1882, on the retirement of Andrew J. Rickoff, B. A. Hinsdale became his successor. Mr. Hinsdale was well known as President of Hiram College, and a writer upon educational and historical subjects. During the four years he served as superintendent he made no radical changes in the schools. In June, 1884, the Board of Education elected the superintendent, the supervisors, the principals of the high schools, and the principals of the training school, for terms of two years, instead of for terms of one year as theretofore. In 1886 Mr. L. W. Day succeeded B. A. Hinsdale as superintendent of schools. He had been connected with the schools for many years as teacher and as one of the supervising principals.

The Cleveland Normal Training School Company was incorporated June 2, 1885, for "the promotion of education and especially for the establishment and maintenance of a school of manual training, where pupils shall be taught the use of tools and materials, and instruction shall be given in mechanics, physics, chemistry and mechanical drawing." The first truant officer under the compulsory school law, was George E. Goodrich, who was elected in May, 1888. In 1892 Superintendent Day resigned and was succeeded by Andrew S. Draper, of New York, who entered upon his work with great enthusiasm, and introduced a large number of changes in the methods of doing work.

The Ohio legislature, on March 8, 1892, passed an act for the reorganization of the Board of Education of Cleveland. Under this act all legislative authority is vested in a school council of seven members elected at large, and all executive authority is vested in a school director elected by the people. The first director was H. Q. Sargent, elected in April, 1892. The pupils of the Cleveland public schools observed "Columbus Day," on October 21, 1892, that being the 400th anniversary of the discovery of America by Columbus, and it was a great day for Cleveland and its public schools. The public schools made a very creditable exhibit at the World's Columbian Exposition at Chicago, 1893, and were awarded medals and diplomas. At the close of Superintendent Draper's first year of work in Cleveland he prepared a detailed course of study for the schools. It covered over ninety closely printed pages. The new course of study attracted attention throughout the country and was widely commented upon. Simple science work was introduced into the lower grades at the beginning of the year 1893-94, and much was also accomplished during this year in the way of introducing manual training into the lower grades. In 1894-95 a deaf and dumb school was opened which was attended by about twenty pupils. John H. Geary, who was totally deaf, had charge of the school. At the end of the school year in 1894 Mr. Draper resigned as superintendent, to become president of the State University of Illinois. He was succeeded by Mr. Louis H. Jones, at that time superintendent of schools at Indianapolis. Physical culture was introduced into the schools during the year by Mr. M. S. Hagar and Miss R. Anna Morris, the former having charge of the grammar departments, the latter of the primary and normal departments. The present superintendent is Edwin Franklin Moulton, A. M., a sketch of whom appears elsewhere in this volume.

The Cleveland or federal plan by which Cleveland schools were now governed was now attracting much attention throughout the country. Educators were looking for a plan of school government which would secure a businesslike administration, and keep the schools out of politics. Movements were on foot in New York, Boston, Brooklyn, Philadelphia, Chicago, and other cities, looking to reform in school administration along the lines first established in Cleveland. Two years previous the National Educational Association had appointed a committee of fifteen to report a plan for the reorganization of the school systems in the large cities. The committee reported in favor of all the important features of the Cleveland plan. Free kindergartens, as a part of the public school system, were formally opened in Cleveland during the school year of 1896-97, and a year later eleven of these were in operation. In 1900 the total number of pupils registered in all the schools was 58,105, the average daily attendance, 45,699.8.

The public school buildings of Cleveland are a source of pride to her citizens, being the finest to be found anywhere. To keep pace with the growing population about three of these schools are built yearly; in 1903 there were eight buildings erected. All the buildings are equipped with the latest hygienic improvements.

Mention in this article must be made of Harvey Rice, one of the greatest promoters of education in Ohio. He was born in Massachusetts, January 11, 1806, graduated from Williams College in 1824, and in the same year removed to Cleveland. He became a teacher in the Old Academy, and began the study of

law at the same time with Reuben Wood, a leading lawyer. Two years later he entered into partnership with Mr. Wood. In 1829 Mr. Rice was elected justice of the peace, and a member of the State legislature in 1830. Soon after he was appointed an agent for the sale of the Western Reserve School lands, a tract of 56,000 acres, and in three years had sold all the lands. The proceeds amounted to nearly \$150,000, which were paid into the State treasury for the exclusive benefit of the Western Reserve schools. In 1833 Mr. Rice was appointed clerk of the Common Pleas and Supreme Courts, an office which he held for seven years. In 1834 and in 1836 he was the Democratic nominee for Congress, but his party being largely in the minority, he was defeated. He was elected to the State Senate in 1851 by a majority of 700 votes, and became an influential member of that body. He took a prominent part in procuring the passage of an act which authorized the establishment of two additional lunatic asylums in the State. He introduced into the senate and secured the passage of the school law of 1853, upon which the common school system of Ohio is based. This law was written by Dr. Asa D. Lord, Lorin Andrews and M. F. Cowdery, with the assistance of Mr. Rice and the counsel of Horace Mann. The Cleveland Industrial School was formed by the council in 1857, and Mr. Rice, then a member of that body, took the lead in establishing it. He also originated the project for a monument to Commodore Perry, and introduced the resolution into the council, authorizing the erection of the monument. He was elected a member of the Board of Education in 1861, and was made president of that body. In 1862 he was appointed by the governor of the State a commissioner for Cuyahoga county to conduct the first draft made in the county during the Civil War. He died in 1892.

It will be fitting to close this paper with the tribute paid to the school teachers of Cleveland by Superintendent Jones:

"The teachers of Cleveland deserve and have the substantial confidence of the people whose children attend the public schools. Great as has been the improvement in the actual work of teaching, the greatest increase in the value of the work done in the public schools comes from the general influence of the teacher operating toward the development of noble character, high ideals, and correct conduct on the part of the pupils. The real end of education is not scholarship, but character. In the power to correlate and regulate all the forces which go into school work so as to result not alone in scholarship, but in that clearness of intellect, purity of heart, and strength of will which constitutes strong personality, the teachers of Cleveland hold a deservedly high place."

PUBLIC SCHOOLS OF CINCINNATI

BY PROF. H. L. WARREN.

Cincinnati, whose public schools are now a source of so much pride to her citizens, enjoys the distinction of being the first settlement in the Northwest Territory to have a public school system. Among those who first went to the settlement was John Filson, a teacher who added to his attainments those of surveyor and civil engineer, who one day, while engaged in the dangerous calling of laying out new additions or sub-divisions, was either killed or carried away captive

by the Indians. His fate did not deter the coming of other schoolmasters, and by the second decade there were several schools. In the first decade of the nineteenth century the Cincinnati College was organized, and it proved an influential power in the encouragement of intellectual pursuits. The precise location of the first school house in Cincinnati cannot be given except in general terms; that it was near Fort Washington. It is said a room in the fort was the first school house. At any rate, the presence of Indians caused the school to be located where it could be watched. Tradition says Congress and Lawrence streets was the first site; also that a school house stood just back of 312 Broadway (now the Natural History Society Building), while another report says it stood on Main street, near the public landing. According to Judge Burnet: "On the north side of Fourth street, opposite where St. Paul's church now stands, there stood a frame school house, enclosed but unfinished, in which the children of the village were instructed." This latter statement is authentic, the school house being near the spot now occupied by the First Presbyterian church, Fourth and Main streets. The church originally faced Main street, and a school was held in it until a building was erected (1794) a few rods west and facing Fourth street. The First Presbyterian church established a school in 1792, at the foot of Sycamore street, which was removed to the church on Fourth and Main. In his records E. D. Mansfield says he attended a school (1811) opposite the House of Refuge, and one day, after a spelling match, the teacher marched the pupils to a tavern and treated them to a "cherry bounce." Oliver C. B. Stewart opened a school in 1811, as did James White. Edward Hannagan had a school in the fort. An aged couple named Carpenter kept a boarding school in a single-roomed log cabin, fifteen feet square. This was in Sedamsville. Private schools were the principal sources of education in the early days. In 1804 the following advertisement appeared: "Notice.—The public in general, and my former subscribers in particular are respectfully informed that I propose to commence school again on the first day of January, 1805. I shall teach writing, reading, arithmetic and English grammar indiscriminately, for \$2 per quarter." In 1817 there was a school conducted on the Lancasterian system, attended by 150 scholars. This school house was a joint stock concern, and was conducted on a monatorial system, whereby the older pupils took care of the younger. The terms for education were to shareholders, 11 shillings and threepence per quarter; to others, thirteen shillings and sixpence. This was for the first department. There were three other departments (not Lancasterian): two for instruction in history, geography and the classics, and the superior department for teaching languages. The terms for the former department were, to shareholders, 22 shillings and sixpence a quarter; others, 27 shillings. In the department of languages the charge to shareholders was, 36 shillings per quarter, others, 45 shillings. In 1818 John Kidd, a wealthy baker, bequeathed \$1,000 per annum for the "education of poor children and youths of Cincinnati." The rents came from Kidd's store property at the southwest corner of Main and Front streets. In 1819 the fund was paid to the Cincinnati College, and between October, 1819, and October, 1825, the sum of \$6,000 was received, and from 75 to 100 children educated upon the Lancasterian plan. For the succeeding two and a half years 375 children were educated on the money, tuition

having been reduced. In 1825 an adverse claim against the property was made, the rent enjoined, and finally the land reverted and the city lost the bequest. This bequest was the first to be made in Cincinnati. The first school for colored youth was established in 1825, by Henry Collins, a colored man. The colored population of that time, in Cincinnati, was about 250. In 1837 separate schools for colored youth were established. In the winter of 1840-1, evening schools "for the benefit of young men over twelve years of age, who are, by the nature of their occupations, prevented from attending day schools," were established, and in 1855-6 night schools for girls were opened. The first night high school was opened in 1856. There are now two night schools, the East and the West. A school for deaf children was organized in 1875, with an attendance of about 35. Teaching the sign methods was followed until 1886, when the school for oral teaching of deaf was organized under private auspices. In 1888 this oral school was absorbed by the Board of Education, and a division of the pupils in both schools was made. Since then there have been two schools for the deaf, one teaching the sign method, the other the oral. The school has attained a national reputation, and other cities in Ohio have followed Cincinnati's example in thus making provision for the deaf.

Along about 1820 the increasing population and importance of the State justified an agitation of the question of a general statute touching the passage of laws making provision for such free general education as the times demanded. This agitation continued for some time, and finally State Senators Nathan Guilford and Samuel Lewis, the pioneer heroes of Ohio schools, were successful in urging legislators to create such laws. The agitation resulted in 1825 in the passage of the common school law, which provided for Cincinnati a "Board of Trustees and Visitors," who, in conjunction with the city council, should levy and collect taxes for school purposes. The title "Board of Trustees and Visitors" remained until the year 1878, when "Board of Education" was substituted as the official title. At the first opening of the schools in 1828, there were required two buildings of two or three rooms each, and there were in all about 70 or 80 pupils. The infant system grew apace, and soon another building was hired on Franklin street, which afterwards became known as the First District School; then another on Congress street was secured, which was named the Fourth District School; then another on Fourth street, which became known to the school boys of the day as the "Frogtown" school. Another was hired on Race street and was known as the Fifth District School. In 1833 the first printed report of the schools appeared. The number of pupils enrolled was 1,900, and the city was divided into ten school districts, two in each ward. The amount expended for schools in 1832 was \$7,778. Of this amount \$175 was in premium books, and the banners used in the great school procession of June, 1833. This procession seems to have been a demonstration in behalf of the schools, to awaken and inspire enthusiasm. The report closed as follows: "The Board is free to state that the common schools of Cincinnati, although they have not yet realized all the anticipations of their enlightened and patriotic founders, are by no means in a condition to warrant discouragement or doubt as to their final destiny. Though planted in the soil lately rescued from the savage, and among people gathered promiscuously from every clime, these noble institutions are yet slowly but surely advancing toward

the accomplishment of all they were destined to promote, and will in due time, if properly fostered and sustained, contribute their full share toward the general conviction, now happily attained, that universal intelligence is the only sure foundation of liberty and virtue." A high school was established in 1847, and three years later the first superintendent of schools was appointed, the Hon. Nathaniel Guilford being chosen for the office. The Act of March 23, 1850, (a special act), authorized the election of a superintendent of public schools by popular vote, and Mr. Guilford was elected in April, of that year. He served to June 30, 1852, when he was succeeded by Dr. Joseph Merrill, who served for a year. The office remained vacant for some months, or up to March 6, 1854, when A. J. Rickoff was elected. He served to June 30, 1858, and was succeeded by Isaac J. Allen, who remained in office until July 2, 1861. The next superintendent was Lyman Harding, who served to July 2, 1867. On September 9, 1867, John Hancock was elected, and retained the position up to June 30, 1874. John B. Peaslee succeeded him and served for twelve years. He was the originator of Arbor Day. He was succeeded by Dr. E. E. White, who assumed office August 15, 1886, and retired August 11, 1889. Dr. White was succeeded by W. H. Morgan, who held the position until September 5, 1899. The next superintendent was Richard Ganse Boone, who served until 1903, when he was superseded by the present incumbent, F. B. Dyer, an educator of strong ability.

The study of German was introduced into the Cincinnati schools in 1840. The Normal School was opened in 1868. In 1855 the school library was established. Domestic science was introduced into the Woodward and Hughes High Schools in September, 1892. The teaching of vocal music was introduced into the public schools in 1844. The first special teacher of penmanship in the public schools was James Bowers, employed 1841. Drawing was introduced in 1862. The University of Cincinnati was organized in the Woodward High School building, under the direction of Principal George W. Harper in October, 1873. The "Technical School of Cincinnati," (manual training), was incorporated under the laws of Ohio, July 27, 1886. In the spring of 1860 physical culture became a part of the school curriculum. The school buildings of Cincinnati are substantial structures, and marked improvement is noticeable in every new building erected. The Cincinnati Society of Natural History was organized January 19, 1870, and incorporated June 20, same year, as a free public educational institution. The first kindergarten school was opened in Cincinnati on March 1, 1880. The total number of pupils enrolled in the schools in 1904 was 45,583; the average daily attendance 35,597. The total number of teachers was 1,073. Of these teachers Superintendent Dyer in his last report (1904) said: "* * * It gives me great satisfaction to say, with entire sincerity, that the more I have looked into the work and secured an insight into the spirit of our teachers, the more strongly I believe in them. * * * I have found them eager to co-operate, quick to respond to suggestion, patient under criticism, and very honest and frank in pointing out the imperfections of their own work. * * * I feel confident that with this corps of teachers, if the administrative officers succeed in giving them the proper guidance and sufficiently definite directions, and if they are encouraged by supplying them with sufficient materials to work with,

the children of this city will be properly and adequately equipped for the duties and responsibilities of American citizenship."

PUBLIC SCHOOLS OF COLUMBUS

BY PROF. H. L. WARREN.

Columbus, Ohio's capital city, may rejoice in the fact that it was among the first in the early pioneer days to espouse and make practical the education of the young by mutual consent and agreement, and to invoke the aid of Congress to help carry out the wishes of its citizens. Those early efforts were the foundation of that which is to-day a city whose schools and school management can evenly compare with the best in the land. Ohio is world-wide noted among educators for the excellence of its public school system, and Columbus is a fair sample of the great efficiency to which this system has attained.

It is a far cry from the schoolmaster of frontier days, armed with little but a spelling book and a birch rod wherewith to lead his pupils through the paths of learning to the gentle pedagogueism of to-day. Still farther, to modern comprehension, is the transition from the old log cabin, drafty school room to the splendid architectural school buildings to which the children of the present generation have privilege. Also, the brutal corporal punishment in vogue many years ago, and which, happily, was many years ago abolished. To aid children of this age to appreciate their present comforts and advantages, just recall and read of what was probably the first school in Columbus (then Franklinton, or the settlement west of the river). There, in 1805, stood a little log cabin in Gift street. The teacher was an Irishman, well educated, but too much a devotee of intoxicating fluids, under whose influence he remained almost continually, and was tyrannically brutal. His favorite method of punishment was to compel the victim to place his hands, palms down, upon the desk, when the drunken fiend would draw the keen blade of his knife across the fingers, making deep gashes. Needless to say, he was summarily driven from the community.

Thus we have a picture of the early schools of the pioneers. How many trials, how many sad experiences, struggles, and how many efforts have been put forth in the country that has since transpired it is not within power of pen or memory to tell.

On May 20, 1785, in an ordinance for disposing of western lands, Congress provided "that a thirty-sixth of every township of the western territory" should be reserved from sale for the maintenance of public schools within the township. The ordinance of July 13, 1787, for the government of the territory northwest of the river Ohio confirmed the provisions of the land ordinance and further declared "that religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education should forever be encouraged." The early inhabitants were men and women of intelligence who held the church and the school to be indispensable to the welfare of the community. With the promptness characteristic of our western pioneers they first provided places for divine worship, and, second, places for the education of their youth. The same building frequently, if not usually, served for both church

and school. Private schools and academies were liberally sustained, and for several years after the organization of the public schools the predominant sentiment was in favor of the former. When at length the State laws made adequate provision for the support of good public schools almost all others were discontinued.

The first general school law of Ohio, entitled an "Act to provide for the regulation and support of common schools," was passed January 22, 1821. This law authorized the division of townships into school districts, the election in each district of a school committee consisting of three resident householders, and the assessment of a school district tax, not for the maintenance of a free public school, but only "for the purpose of erecting a school house," and of "making up the deficiency that might accrue by the schooling of children whose parents or guardians were unable to pay for the same." The law was entirely inadequate to provide good schools, but it is of historical interest as the first statutory provision of the State for local taxation for school purposes. The law of February 6, 1825, being an act to provide for the support and better regulation of common schools, required county commissioners to levy and assess one-half of a mill upon the dollar to be appropriated for the use of common schools in their respective counties "for the instruction of youth of every class and grade, without distinction, in reading, writing and arithmetic and other branches of a common education." This was the first adequate legislative provision for the establishment of free common schools. In March, 1837, the office of State Superintendent of Common Schools was created, and Samuel Lewis was elected to the position. Under his supervision great progress was made in developing the common school system of Ohio. In March, 1838, the school laws were thoroughly revised, new features were added to them, and new life was imparted to the entire system by a more liberal provision for its support, especially by the establishment of a State common school fund of \$200,000 "to be distributed annually among the several counties according to the number of youth therein." In 1839 provision was made authorizing any district to borrow money to purchase a lot and erect a school house thereon, and the directors were authorized to levy a tax for such purpose and also for renting rooms for school purposes when necessary. Evening schools were established for the instruction of young men and boys over twelve years of age whose occupation might prevent their attendance at the day school. On February, 1845, the General Assembly passed an act "for the support and better regulation of the common schools of Columbus," which provided for election in the spring of 1845 of six directors of common schools. The directors elected in pursuance of this statute were declared to be "a body politic and corporate in law by the name of the Board of Education of the town of Columbus." The law provided that this board should employ teachers, establish rules for school government, keep the schools in constant operation except during seasonable vacations, and should the public money be found insufficient for the support of the schools, provide for the deficiency by levying a tax at the end of each term on the parents and guardians of the scholars, provided that exemption from this tax should be made of such persons as might be unable to pay. Under the provisions of this law the Board of Education maintained schools of

two grades in 1845-46, and in January, 1847, elected a superintendent of public schools, and organized primary, secondary, grammar and high schools. By act of February 24, 1848, boards of education in cities were authorized to establish separate school districts for colored persons. In 1874 colored youth were admitted to the Central High School, and in 1882 the color line was entirely obliterated from the public schools. From 1825 to 1853 the legal school age was from four to twenty-one years; from 1853 to 1873 from five to twenty-one; from 1873 to the present time from six to twenty-one years of age. An act repealing some previous legislation on the same subject was passed March 4, 1891, creating a State Schoolbook Board, to be composed of the Governor, State Commissioner of Common Schools, and the Secretary of State, and providing for supplying the schools of Ohio with good and sufficient school books at the lowest prices at which such books could be furnished. Under the operation of this law the prices of school books were greatly reduced, resulting in much saving to the city.

The first school house was built about 1806 by Louis Sullivant, near (now) Sandusky street, and was a round-log structure with puncheon floor. It had rough slab benches supported at either end by a pair of hickory pins inserted into augur holes; battened doors with wooden hinges and latch raised from its notch with a string; a clapboard roof with weight poles, and a fireplace and stick chimney. It is probable this village school house, like its successors of later years, had greased white paper for window light in winter and open windows in summer. Hogs were kept under the floor and the place was infested with fleas! From this uninviting picture to the splendid school structures of to-day the transition is a most pleasing one. In 1826 Columbus contained four or five English schools and a classical academy, and there were 200 dwellings and 1,400 inhabitants. Near the close of that year the first public school was established. The "Columbus Academy" was built in 1820, on Third street, by Lucas Sullivant and some twenty other citizens. A high school was opened June 18, 1832, by Horace Wilcox, in a building erected on State street by Colonel Olmstead. On May 11, 1840, the Columbus Institute was opened under the direction of Abiel Foster and his sister Catherine Foster. Since 1845 education and educational facilities have made continuous progress in the capital city until the present high standard has been attained. To Columbus belongs the distinction of having employed the first superintendent of schools in the State. This was Asa D. Lord, M. D., who assumed the duties of his office May 15, 1847, and continued therein until February 25, 1854. He was one of the State's most famous educators. He was succeeded by David P. Mayhew, who served until July 10, 1855, when Dr. Lord was re-elected superintendent. On July 9, 1856, he resigned and was succeeded by Erasmus D. Kingsley, A. M., who filled the position for nine years, and William Mitchell, A. M., became his successor, serving for six years. On July 13, 1871, Robert W. Stevenson, A. M., became the fifth superintendent of the Columbus schools. He served up to June 11, 1889, when he was succeeded by Jacob A. Shawan, A. M., who still continues to hold the position, in which he has achieved a distinguished reputation. At the request of the National Bureau of Education at Washington the Board prepared an exhibit to represent the schools of Columbus at the Vienna Exposition in 1878. A diploma of merit was awarded the exhibit.

Exhibits have also been made at other great expositions and received much praise as well as awards. Instruction in music was introduced in 1854. On the occasion of the reception of General Grant in 1878 a chorus composed of two thousand school children rendered the song of welcome written for the occasion. One of the memorable features of the opening day of the Ohio Centennial in 1888 was the rendering of the Centennial song by a childrens' chorus of one thousand voices. Ever since the gradation of the schools in 1847 the school library has been cherished as an important educational agency. The present handsome school library in Town street was completed in 1891, and on April 7, 1892, was formally opened. The library contains about 60,000 books and pamphlets. Physical culture is now a feature of the school system and is accomplishing much good. In 1904 the total number of pupils enrolled was 20,524. The enumeration of youth between six and twenty-one years of age was 37,000. There are 37 schools, four high, 33 elementary. The number of teachers is 555, forty of these being male, 515 female. The teachers of Columbus comprise a body of earnest men and women, enthusiastic in their work, and the community owes a lasting debt to their untiring devotion to their profession.

THE OLD STATE STREET SCHOOL ASSOCIATION

"The school's lone porch, with reverend mosses gray,
Just tells the pensive pilgrim where it lay;
Mute is the bell that rung at early morn
Quickening my feet across the emerald lawn:
Unheard the shout that rent the noontide air,
When the welcome lunch-hour gave a pause to care;
Upsprings, at every step, to claim a tear,
Some little friendship formed and cherished here:
And not the slightest leaf, but trembling teems
With golden visions and romantic dreams."

The recollections of childhood and particularly of one's schoolboy days, grow fonder to the heart day by day as advancing age creeps on, the hair turns gray or disappears, leaving a shining bald pate, and then we are confronted with the painful realization that we have passed the meridian of life and are no longer young. It is then that we dwell in retrospection and with melancholy pleasure recall those golden school days, the faces and names of our erstwhile comrades and "chums," and in memory live that halcyon time over again. The immutable changes of time bring constant transformations. The little, old fashioned school house of our youth is demolished in the onward sweep of progress, and a stately structure reared to take its place. Scattered are our boyish comrades to various points of the compass, while many, alas, have passed to the Great Beyond, the inevitable end of all mankind.

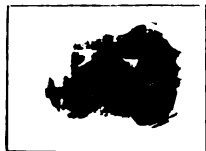
"I have had playmates, I have had companions,
In my days of childhood, in my joyful school days,
All, all are gone, the old familiar faces."

These sweet lines of the poet strike a melancholy note but it is the keynote of human life, a period of activity, of hours of happiness, then a change, transi-



Oscar E. Looker

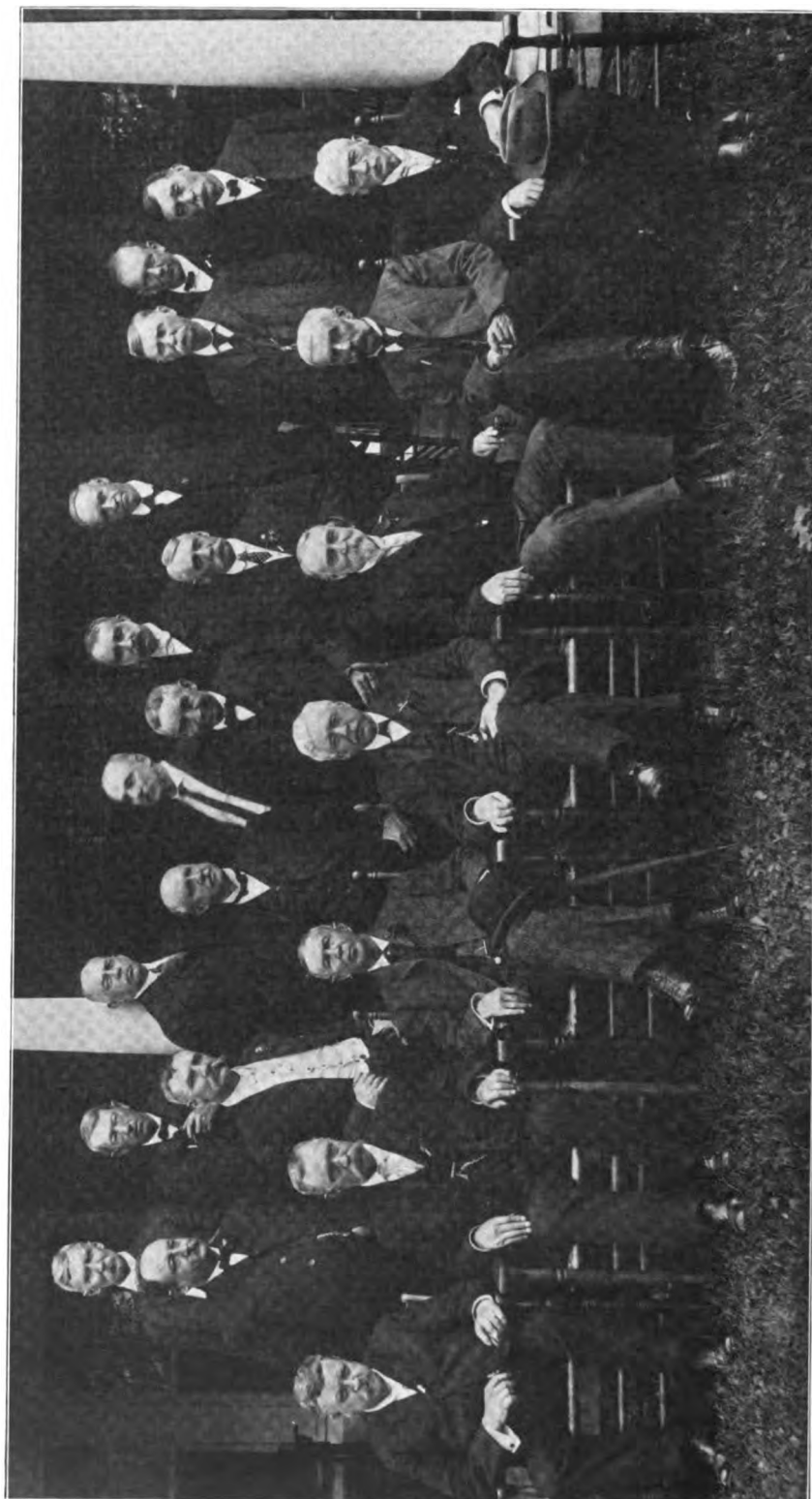
**THE OLD STATE STREET SCHOOL
ASSOCIATION**



Edmund S. Mattoon



Charles Williard



Geo. Ball	Jas. T. Miller	E. K. Stewart	Jas. A. Williams	Jas. Savage	W. A. Osgood	Henry O'Kane
P. H. Buck	F. S. Brooks	A. D. Hefner	J. M. Bennett	C. C. Connor	Henry C. Taylor	Ed. Savage
D. C. Buck	Geo. V. Lott	John E. Price	Wm. A. Gilf	O. A. B. Senter	L. D. Butties	F. W. Merrick

tion, and then — oblivion. As our American poet, Oliver Wendell Holmes, truly sings:

"Ah, pensive scholar what is fame?
A fitful tongue of leaping flame,
A giddy whirlwind's fickle gust,
That lifts a pinch of mortal dust,
A few swift years, and what can show,
Which dust was Bill, and which was Joe."

Pleasure and pain are allied; even the school boy has his troubles and grievances that in his eyes are mountains of importance and consequence, but which his maturer years reveal to be but ephemeral trifles when compared with the real sorrows and obstacles of life. At times, we all remember, it seemed even a hardship and punishment to be obliged to attend school, especially when sunshiny weather held out so many counter attractions elsewhere. It was when in this mood that we fulfill the immortal Shakespeare's description: —

"And then the whining schoolboy, with his satchel
And shining morning face, creeping like a snail,
Unwillingly to school."

But, despite all outdoor allurements, such as the fishing stream and the "old swimmin' hole," great good was accomplished, good maxims and morals implanted, and useful, valuable learning imparted the youthful minds, to serve them in good stead in life's subsequent battles. For —

" 'Tis education forms the common mind,
Just as the twig is bent, the tree's inclined."

On the north side of State street, between Fifth and Sixth streets, was erected in the early fifties, the old State Street School.

Many citizens of Columbus, and all of those now living who were pupils there, well remember the quaint old building, with its slanting roof and bell-tower and its blank white clock faces on which Father Time never recorded his progress. This old structure, in which so many, since become prominent in various fields of labor, were scholars, and about which so many pleasant reminiscences are harbored, was torn down in the early sixties, and replaced by the modern imposing present Sullivant School building.

It will be a surprise to many to learn that Charles Warren Fairbanks, the Vice President of the United States, who was elected with such a magnificent vote November 8, 1904, was a pupil in the old State Street School when, as a poor youth, he lived with relatives in Columbus. Mr. Fairbanks is a native of the Buckeye State, and never mentions the fact save with pride.

In order to revive old memories and re-establish the friendly relations of youth, the "Old State Street School Association" was organized. The initial movement was begun in the month of September, 1902, when Mr. John E. Price, of Marble Cliff, in kindly recollection of his schoolboy companions of over forty years past, called together such as he could of those who had attended the old State Street School.

The reunion inaugurated by Mr. Price brought together the school boys of the old days of 1855-60, and proved an occasion of such mutual interest and pleasure, that it was unanimously decided to form a permanent organization. Of this Mr. John E. Price was elected president for the ensuing year; Mr. A. D. Heffner, treasurer, and Mr. Frank S. Brooks secretary. Mr. Price was succeeded in 1903 by Mr. E. K. Stewart, and the latter, in 1904, by Mr. George V. Lott. Messrs. Heffner and Brooks are still treasurer and secretary respectively. The association holds meetings annually on or about September 25th, and these reunions are occasions for a most joyous time, when, for the moment, the members live their boyhood hours over again, and indulge in many recollections of "the days that were."

Considering the lengthy period that has intervened since as boys they romped together the roll call of the association is quite imposing in numbers.

The "boys," as will be seen by the subjoined list, are prominent in many professional, mercantile and industrial vocations.

One of them, the Hon. Philip H. Bruck, served most efficiently as mayor of Columbus, Ohio's capital city.

We give in this work life-like pictures of all the members of the association, whose portraits were procurable.

The roll consists of the following members:

Baker, Walter B.....	Columbus	Manufacturer.
Ball, George W.....	Columbus	Real Estate.
Buttles, Lucien D.....	Columbus	Real Estate.
Boswell, J. A.....	Montreal	Supt. Dominion Express Co.
Buck, Dewitt C.....	Columbus	Merchant.
Bruck, P. H.....	Columbus	Manufacturer.
Bennett, Jesse M.....	Columbus	Wyandotte Building Co
Brooks, Frank S.....	Columbus	Sec'y Ohio Coal Operators.
Corner, C. C.....	Columbus	Secretary Union Depot Co
Gill, Wm. A.....	Columbus	Manufacturer.
Heffner, A. D.....	Columbus	Banker.
Higgins, Charles, (Deceased).....	Columbus	Merchant.
Lott, George V.....	Columbus	Salesman.
Looker, Oscar R.....	Detroit	Pres. Mich. Mut. Life Assn.
Merrick, Frank W., (Deceased)....	Columbus	Law.
Mattoon, Edmund S.....	Columbus	Organist.
Miller, James T.....	Marble Cliff.....	
Osgood, W. A.....	Columbus	Real Estate.
O'Kane, Henry	Columbus	Secretary Franklin Ins. Co
Price, John E.....	Marble Cliff.....	Quarries.
Swayne, Noah H.....	Toledo	Law.
Stewart, E. K.....	Columbus	Columbus Ry. and Light Co
Savage, Edward	Columbus	Manufacturer, Normandie.
Savage, James	Columbus	Jeweler.
Senter, O. A. B.....	Columbus	Manufacturer.
Sullivant, J. Arthur.....	Columbus	Bookkeeper.
Taylor, Henry C.....	Columbus	Law.
Williard, Charles	Columbus	Manufacturer.
Weaver, Eugene	Columbus	Capitalist.
Westwater, James	Columbus	Contractor.
Williams, James A.....	Columbus	Clerk Board of Education.

BRIEF HISTORY OF THE TOLEDO PUBLIC SCHOOLS

BY W. W. CHALMERS.

Owing to the fire which occurred in March, 1895, and destroyed many valuable records, the early history of the Toledo public school system can be given only in part. The act of the Ohio legislature which provided for the management of the Toledo schools by the city government was passed in 1837, and in the following September the council divided the city into three school districts.

BOARDS OF EDUCATION

There is no record of school directors until 1839. In that year the pioneer school board of three members was chosen by the city council. From 1849 to 1854 the board consisted of six members. In 1887 there were eight; in 1889 to 1894 inclusive, there were nine. In the summer of 1894, by act of the city council, the number of wards in the city was changed to fifteen, and the number of school board members was proportionately increased. In the spring of 1898, by the passage of the Niles law, the number of board members was decreased to five, and under the new code, which came into effect in the summer of 1904, the number remains the same.

SUPERINTENDENTS

The Toledo schools have had eight different superintendents. In 1847 there were four schools averaging about one hundred pupils each. Two years later, the Rev. Anson Smyth resigned his pastorate of the First Congregational church to take up the supervision of the public schools. At this time the high and grammar schools occupied a frame building on Summit street near Adams. Efficient work in the high school culminated in a public exhibition in March, 1852. Plans for a new high school took form in 1853, and the main portion of this building was ready for occupancy the first of May the following year.

Superintendent Smyth resigned the superintendency in February, 1856, and was followed by John Eaton, Jr., who remained until March, 1859.

The next superintendent was Moses T. Brown, from March, 1859, to April, 1864. During his superintendency classes were regularly graduated from the high school. It is worthy of note that the young men of the class of 1862 all became engaged in the service of their country.

Col. Daniel F. DeWolf superintended the Toledo public schools from 1864 to 1876, the longest term of any of Toledo's superintendents. During these years the schools were more carefully graded, a special teacher of German and gymnastics was engaged, also a supervisor of music, who gave two days in the week to this work.

The year 1871 was noteworthy because of the introduction of equal educational advantages for white and colored children. Up to this time a special teacher of the colored school had been employed, as the state law had required that the two races be given separate instruction.

In 1876 Col. DeWolf was followed by Almon A. McDonald, who continued in the position until 1880. There seem to have been no special innovations during his term of service.

Toledo's next superintendent was John W. Dowd, from 1880 to 1886. The census of 1880 shows the population of Toledo to be 50,143; the school enumeration for the same year was 15,536. There is no record of the enrollment in the public schools. At the close of the school year 1885 to 1886 the school enumeration was 23,243, and the school enrollment, 9,169, which included a high school enrollment of 293.

During Mr. Dowd's superintendency, in the school year 1884-1885, the manual training experiment was started in two rooms in the high school, and in January, 1886, the new manual training building was opened with three instructors and an enrollment of 110 under the University Board.

Harvey W. Compton began his superintendency in September, 1886, with a high school force of principal and six assistants, 181 teachers in the ward schools, and special teachers of German, French and music. German was taught in the first four years of the ward schools.

In the school year 1887-1888 a supervisor of drawing was engaged for one-half day service. In 1890 Superintendent Compton was given an assistant supervisor. In this year, also, the compulsory education law was put in force and a truant officer was appointed.

The school year 1893-1894 is noteworthy because of the establishment of a Normal Training School in the Jefferson building, and the appointment of a physical training director.

In the year following, the State Legislature passed an act empowering boards of education to furnish free text-books to pupils. The Board of Education of Toledo was the first in the state to act under this law, and a special clerk was employed to receive and care for the books as they came from the publishers. The privilege of free text-books and supplies has continued since that time.

In the spring of 1895 the schools of Toledo met with a great loss. The High School building, which for forty-two years had been the central point of the educational system, was destroyed by fire. During the next two years the high school work was hampered by the necessary scattering of pupils into different buildings.

The year 1895-1896 is remarkable because of many changes and improvements. The three year course in the high school was changed to a four year course. An assistant supervisor of music was appointed for the elementary schools. There were also appointed two supervisors, one for the grammar and one for the primary work in the ward schools.

In the fall of 1897 Almon A. McDonald resumed the superintendency, but resigned the following spring. During this year the Normal Training School was discontinued.

The school year 1898-1899 opened with W. W. Chalmers as superintendent of Toledo's school system, and he has continued in that office up to the present time.

One of the first changes inaugurated under his superintendency was the abandonment of forty-one rented annexes, and the resumption of the use of vacant rooms in the regular school buildings. This was accomplished by the strict enforcement of district boundaries.

The annual promotion plan was changed to the semi-annual, and ninety-two pupils doubled grades twice during the year, thus completing two years' work in one year.

Manual training was extended to the ward schools, and the plan of work has been gradually improved until now no child is without this privilege, from the kindergarten through the high school. Manual training in the first four grades goes hand in hand with the drawing and is under the supervision of the art director. Special teachers are employed for the fifth and sixth grades. The boys and girls receive separate instruction, the former in knifework and Venetian iron work, and the latter in sewing. This work is done at the desks. Two schools are united, the boys assembling in one room and the girls in another. Special teachers are provided, visiting the buildings in pairs, and passing from one room to another, and one building to another, according to a printed schedule.

The seventh and eighth grade boys are instructed in shopwork and the girls in cooking. In five different school buildings of the city are located kitchen and carpenter shop centers. The cooking and shopwork teachers visit these centers in pairs, giving four lessons daily and completing the round in a week. Each seventh and eighth grade class in the city is assigned a weekly period of seventy-five minutes, during which time the girls are gradually initiated into the mysteries of household economics, cookery and home living, and the boys make friendly and familiar acquaintance with the grain, quality and texture of materials, and the use of bench tools in the construction of serviceable articles.

The manual training high school, known as the Toledo University, is attached to the Central High School building, and at the end of each period is heard the "tramp of eager feet," as students combining the work of the two schools pass back and forth. The Toledo University offers four courses in manual training: The mechanic arts and architectural arts courses for young men, and the domestic science and art courses for young women.

Since the adoption of the school gardening idea in Toledo, much progress has been made in the improvement of the school premises. The work accomplished in some places has been remarkable. The children of one school took fifty loads of stones and bricks from the top soil, and turned the brown waste into a well kept lawn. The principals, teachers and pupils of other schools have performed similar service. In some schools the cultivation of flowers has received special attention.

Six public kindergartens were organized in Toledo in February, 1901. Nine more were opened the following September. Nine were added in February, 1902. Ten more were opened in the following September, and two were added in September, 1903. This completed the list and furnished kindergarten instruction in every primary district in the city.

Special teachers of German are employed in ten of the ward school buildings. In 1898 a change was made in the manner of conducting this department. Up to that time pupils who were taking German studied English one-half day and German the other half. This was kept up through the first three grades. Pupils now continue the study for twenty-five minutes each day through eight years of the elementary course, and then take a complete course of four years

in German language and literature in the high school. In the buildings where German is taught, one room is assigned the German teacher and known as the German room. Pupils from the other rooms go to this room for a twenty-five minute recitation daily. This occurs during the general culture time of the regular school, so that pupils who take German do not pursue the course in general culture. By this plan the German pupils do not omit any of the essential subjects in English.

The commodious new Central High School building was opened in September, 1898. There was a notable increase in attendance over the previous year. During the past seven years the high school enrollment has increased more than 100 per cent. At the end of the school year 1903-1904 the enrollment was 1500, with thirty-two teachers in the Central High and three teachers in the East Side High School.

In September, 1900, the school savings bank system was adopted for all of Toledo's elementary schools. The system has now been in operation nearly five years. During the first year of its history 4,080 school children deposited \$36,082.28. There were withdrawals amounting to \$12,206.61, leaving a balance on deposit at the close of the year of \$23,875.67. There have been in all about \$150,000 deposited during the four and one-half years that the school savings bank has been in operation, and there is now about \$50,000 on hand.

The school savings bank system was first introduced in this country by J. H. Thiry, of Long Island City, New York. Mr. Thiry introduced it into the schools of Long Island City in 1885. Since that time the plan has been adopted by many cities and villages. Toledo was a pioneer in this work in this part of the country.

At the end of the school year 1903-1904 the Toledo public schools had an enrollment of 22,759 pupils, fifty-two of whom were in the normal school, 1,500 in the high schools, 18,368 in the elementary schools, and 2,839 in the kindergartens. The schools were provided with a supervisor of music, an assistant in music, a supervisor of drawing, a supervisor of physical training, and a supervisor of general culture and geography.

CHAPTER XXIX

BIOGRAPHICAL SKETCHES (1)

MOTTO

"It is high time that some effort were made to redeem our Ohio biography, especially a knowledge of the characters and lives of the founders of our State institutions, from the obscurity of neglect."

H. H. Barney.

BIOGRAPHICAL SKETCHES (1)

A NOTE

[The writer, or better, the compiler and editor of these chapters of biographical sketches wishes to give full credit to others, and would disclose the sources to which he has gone.

The short sketches, or notes biographical, prepared by Hon. W. D. Henkle for the Ohio Centennial volume, were used, sometimes with additions, sometimes with subtractions.

From memorial addresses he took freely paragraphs that would illustrate the character by the life, usually intending to omit what wore "customary suits of solemn black." Sometimes constructive liberties with the text were ventured. In one instance the matter is chosen from a small biography. Whenever the sketch is substantially the work of another, his name is affixed. Sometimes, a reason stronger than life prevented asking his consent, at other times, as the work so pressed, consent was presumed.

The reader who has a fair degree of acquaintance with the history of the public schools of Ohio, and with the names of the leading actors in the drama, will know that it was purposed to make selections for the subjects of these sketches from those whose work was done, who had gone to make their report to the Head Master; but he will be glad of an exception to the rule, and that the letter of Hon. Isaac J. Allen was included.

The editor does not give a moment's entertainment to the flattering notion that he has made no mistakes. In such a task, to be human is to err; but, in a few instances, the error of omission lay not in the judgment, but in the attempt to obtain the facts needed to hang his recollections and impressions on.

The present editor wrote to Mr. Allen for permission to publish a letter, received in response to a request for some of the main facts in his long and honorable career. It not only in brief tells the story of a life, but preaches a potential sermon. The reply was dated Morristown, February 14, 1905:

"It is gratifying to learn that my former letter was of interest to you. I fear that you do me honor overmuch in characterizing it as 'a sermon, though not in the form thereof.' The latter clause, however, relieves the dilemma in which I should otherwise find myself involved; for I was far from attempting the performance of what the witty Dean Swift once coined a sexasyllabic word for, viz.: 'sermonification.'

"Your remark in that behalf recalls to my recollection a somewhat similar category, in which I was placed: I received a letter at Cincinnati from Horace Mann, whom you doubtless knew — the President of Antioch College, at Xenia, Ohio, — inviting me to come and address the students of his college. His letter was addressed to me as 'Rev. J. J. Allen, D. D.'

"As I had never met Mr. Mann previous to that time, I replied, acknowledging receipt of his letter of invitation which, as I perceived, ranked me as among the theologians; whereas, being nothing but a poor d—l of a lawyer, in all matters pertaining to theology I was profoundly unlearned; and that I must, therefore, decline acceptance of his flattering invitation; presuming that it was intended for my friend, Rev. D. H. Allen, D. D., Professor of Theology in the Lane Theological Seminary at Cincinnati, Walnut Hills, who was both worthy and capable, and I was neither. His answer came in return, acknowledging his error as to my title, but saying, 'Surplusage never vitiates; you are the man we want—come.' But I didn't preach — it was no 'sermon.'

"Now, having written about everything else, 'let us return to our sheep,' or as the French more politely phrase it — 'Revenons à nos moutons' — relating to your suggestion as to the privilege of publishing my letter in your forthcoming work.

"I do not recall precisely the verbiage of the letter, nor in particular detail the matters therein specially set forth. But I presume it contains nothing that could do me any harm, nor probably anything that could any one else any good. Therefore, being quite an 'innocent' in itself, I could urge no objection to its publication."

In Mr. Allen's letter was a clipping from a recent issue of the *New York Sun*. The matter concerns our present topic, and is, besides, an interesting historic incident. The article was written by Mr. Allen. Following are some quotations:

"On the first day of January, 1869, as then the United States Consul-General at Hong Kong, China, commissioned as such by Abraham Lincoln, I had the honor to receive officially at that port the first vessel that ever crossed the Pacific Ocean by steam. She came in under the star-spangled banner of the United States, the steamship *Colorado*, of the Pacific Mail line. In thirty days from San Francisco, near three thousand miles, she came in, all in perfect trim and in good order, and was welcomed by thousands of the curious of all nationalities, thronging to see the American pioneer of steam navigation across the widest ocean of the globe, opening steam communication direct between Asia and America. * * *

"At the private suggestion of the Governor of Hong Kong, I requested the captain of the steamer to treat the officials and distinguished citizens of Hong Kong to an excursion around the island. He readily complied, and some twelve hundred persons, Europeans and Chinese, crowded the great ship, watching and admiring as she sailed.

* * *

"I made a special official report, giving the ship's name, build, ownership, register, tonnage, exact dates of sailing and arrival, officers' names, number of crew, amount of coal consumed, and all appropriate notes from the log book, and forwarded that report to the State department at Washington. For having done so, I received the thanks of the department.

"As to the *Sirius*, 'the first steam vessel that crossed the Atlantic from the British Isles,' as it is truly claimed, she was not the pioneer vessel of steam navigation across the Atlantic. Nineteen years before her arrival at New York, in 1819, the steamship *Savannah*, built and owned at New York, sailed from Savannah, Ga., for Europe, crossed the Atlantic to Liverpool, thence on to St. Petersburg, and returned, as her captain, Rogers, reported, 'without a screw loose or a bolt started.'

"So the actual pioneers of trans-oceanic steam navigation across the two great oceans of the globe were American ships sailing under the flag of the great republic."

MORRISTOWN, N. J., January 31, 1905.

Hon. J. J. Burns.

DEAR SIR:—I have the pleasure to acknowledge the receipt of your favor of the 27th inst. In that you request biographical information relating to my school life in Ohio. In reply, I cannot do better, I think, than to refer you to Shotwell's "History of the Schools of Cincinnati," published in 1902, at pages as indicated in the index.

It is true, that, primarily educated in the common schools myself, I had always been interested and somewhat active in the matter of public education in Ohio, outside of my official connection with the college and public school system of Cincinnati: but not in any official way. As, for instance, delivering addresses, by invitation, before Teachers' Institutes, Normal Schools, etc. At one time (I do not remember the year) by request of President Lorin Andrews, I delivered a course of lectures on Natural Science, in the series before the Western Reserve Teachers' Association at Norwalk, Ohio. I may add, perhaps not altogether appropriately however, that, pursuant to invitations, with the exception of Oberlin, I have delivered commencement addresses before every college in Ohio, including Kenyon, my Alma Mater, and on two occasions at the Wesleyan University at Delaware: also in western Pennsylvania and Indiana. To these may be added numerous addresses and essays before lyceums, literary associations, law schools and learned societies.

I may also remark, though not quite appropriate to Ohio, that while United States Consular representative in China, I visited Chinese schools, and saw much to interest me in their peculiar system and methods of instruction. And I found there what seems to be not gen-

erally known, that the Chinese system of public schools bears a striking resemblance to our own in Ohio—but only for boys, not for girls.

After my return from China, after near seven years of absence from the United States, I served about four years in New York as co-editor and special definer of the law department of the "Standard Dictionary," published in 1893. And I have had the satisfaction of seeing my definitions in that department of the work cited as authority in courts of several of our states as well as in England.

Since the completion of that work, I have been here in retirement, though still engaged in literary work of a character somewhat severe as to study and research; but more to amuse and keep my mind in training than for any special purpose.

And in this connection I take the liberty to mention that I have recently entered upon my ninety-second year of life, and that my health is perfect, and activity of movement is such that a daily promenade of three to five miles is not only a roborant, but also a pleasure excursion.

Though called by destiny to reside in different countries and climates and under various conditions of life, I have been blessed with uniformly good health. Perhaps this exemption from constitutional ailments, and the attainment to this state of comfortable longevity, may in a measure be attributed to temperate habits of life, for

"In my youth I never did apply
Hot and rebellious liquor to my blood;
Therefore my age is as a lusty winter
That comes to me frosty, but kindly."

Please accept assurance of my sincere respect.

Respectfully yours, etc.,

ISAAC J. ALLEN.

LORIN ANDREWS

LORIN ANDREWS was born in Ashland county, Ohio, on the 1st of April, 1819. His boyhood was spent in labor upon his father's farm. When eighteen years of age he entered the grammar school at Gambier, and afterwards Kenyon College. The strong religious element in his character, which manifested itself in his future life, was here first awakened under the teaching and personal influence of Bishop McIlvaine. In 1840, he engaged as assistant in an academy at Ashland. He afterwards taught for a time at Mansfield, but returned and took charge of the Ashland Academy, at the same time pursuing the study of law. In 1847, he was admitted to the bar, and the same year was called to the superintendency of the public schools at Massillon.

The General Assembly of 1850-51 having adjourned without appointing a State Board of Superintendents, as required by the law of March 22, 1850, it appeared obvious to the members of the State Teachers' Association that public sentiment was not so far enlightened as absolutely to demand of the Legislature the appointment of such officers; and it was deemed advisable, in accordance with the great principle so early announced by the Association, "that it is unwise to enact laws, however salutary, in advance of public opinion," to employ the appropriate means for creating, in the public mind, a demand for such a supervision of the schools of the State, as was thought indispensable to their usefulness. For this purpose, Mr. Lorin Andrews was induced to resign his place, and commence a series of labors as the agent of the Association. No better selection could have been made. Brave, hopeful, energetic, persuasive, unselfish, he was a leader, men follow with enthusiasm. He gave up a good and permanent position without a moment's hesitation, to engage in an untried one, with an uncertain outlook, and with no assurance as to pecuniary reward for his services but such as a voluntary organization of teachers, not legally responsible for any debt it might create, could give him. He entered upon his wide field of labor, and, as if by magic, union schools sprang up at his touch. The number of institutes was largely increased, and wherever he appeared teachers caught from him a new life and inspiration. The Association was scarcely less worthy of praise. It had promised Mr. Andrews a sum for his services larger than any superintendent in the State was then receiving, and this promise was re-deemed to the utmost farthing, the whole amount being paid by the teachers themselves out of their scanty earnings. It is not surprising that the spirit which prompted such unselfish sacrifices should have left an imprint on the schools of the State not yet wholly effaced.

Mr. Andrews's first report as the agent of the Association, or as chairman of the executive committee, for he was both, declares that the passage of the law of 1849, and the organization of so many Union schools under it, constituted a bright era in the educational history of our State. He submitted a table of forty-one institutes, and embodied in the report a substantial argument for the appointment of a state superintendent and four or more district superintendents.

"The experience of your committee during the past year, has clearly demonstrated how puny must be the labors of any one man, compared with the great educational work which might be done, and which ought to be done, in the great State of Ohio," composed as it is of eighty-eight counties, divided into twelve thousand School Districts, and containing within its borders eighteen thousand teachers and one million of children. The more your committee has extended its labors, and become more intimately acquainted with the real educational condition of the State, the greater has appeared the mighty educational work which must be done. Our Legislature has wisely provided for a thorough supervision of the works of public improvement. The corps of supervision on these works, consists of three members of the Board of Public Works, about forty superintendents, and ten resident engineers; and these officers are employed at an annual expense of not less than forty thousand dollars. But how insignificant are the pecuniary interests involved in our works of public improvement, when compared with the countless stores of intellectual and moral wealth, which are annually developed in our various institutions of learning, and profitably invested in the expanding minds and cultivated hearts of the future citizens and rulers of this great Commonwealth. And yet only a paltry sum of six or eight thousand dollars is asked for the supervision of the great educational interests of the State; and that, too, when in addition to the vast intellect and moral considerations involved, not less than one million of dollars are annually expended for the support of our Public Schools."

The editors' portfolio of the Ohio Journal of Education, Mr. Cowdery, no doubt, speaking, zealously urged the selection of Mr. Andrews, their colleague, for the newly created office of Commissioner, without reference to party preferences. After the election, in which he was not the successful candidate, the trustees of his Alma Mater, without a dissenting voice, called him to the presidency, and he decided to accept. The portfolio spoke again.

"Numerous letters have been received by Mr. Andrews, urging him to decline all the tempting offers which have been made him from different sources, and to continue in the

service of the State Association. After mature deliberation, he has decided to accept the presidency of Kenyon College. We think that none who consider all the circumstances can find fault with his decision. Few, if any, of those who have urged him to a different course, would be willing to do what they have asked of him; to be absent from home the greater part of the year, to travel by night and by day; and all for the same compensation which he might receive in charge of a good school, and remain quietly at home."

Later, with a drop of mild acid in the ink: "We respectfully suggest to those who have manifested so strong a desire that Mr. Andrews should continue his agency, and expressed a willingness to contribute liberally for his support, that the financial committee will be glad to receive their contributions, however generous, and apply them on his salary for the current year."

When the call for volunteers was made in 1861, he was the first man to respond. He recruited a company in Knox county, and soon after was appointed Colonel of the 4th Regiment of Ohio Infantry, and detailed to service in Western Virginia. His regiment soon became noted for its discipline and efficiency. In the midst of his duties he was attacked by camp fever, of which he died at Gambier, on the 18th of September, 1861, universally beloved and deeply lamented.

DR. I. W. ANDREWS

From one point of view, the life of Dr. I. W. ANDREWS may be sketched in few words. Born at Danbury, Connecticut, in 1815, he was graduated at Williams College in 1837, was elected Tutor of Mathematics in Marietta College in 1838, Professor of Mathematics in 1839 and President in 1855. In 1885 he resigned the presidency but continued to give instruction in Political Philosophy. How it happened that I. W. Andrews was called to Marietta at so early an age is explained by a letter written to him by that greatest of American teachers, Mark Hopkins, in 1867. "I was written to know my opinion of ——— as a suitable person for Marietta. That was the only question asked me. I do not remember precisely what I said, but I went beyond the record and recommended you. I have never regretted what I did."

Mark Hopkins said still more when he visited Marietta, expressing his great pleasure in recalling the fact that it had been his good fortune to send such a worthy representative from his first class to build up another Williams College on the banks of the Ohio.

We do not admire the beauty of an edifice on account of the noise made in its construction. That Marietta is indebted to the influence of Dr. Andrews for benefactions and legacies amounting to half a million dollars, that a thousand men to-day recall his lessons with grateful, reverent feelings, is soon told, but it is the summary of fifty years of faithful service.

His ideal of a teacher's work is so clearly expressed in an article on the "Personal Peculiarities of Teachers," in the *Journal of Education*, that one might easily fancy it the reminiscence of one of his pupils.

"The perfection of instruction consists in so aiding the pupil to overcome for himself the difficulties which he meets, in throwing light upon his path at just the moment it is needed, in such a quiet way, with so little of parade or effort, that the pupil is sensible only of the progress he is making, and is quite unconscious of the real aid he has received from the teacher."

His students will also heartily confess the truthfulness of his picture of college life in Marietta, and that his own quiet, patient example made such a history possible: "From its establishment to the present day, it has been singularly free from excitements and troubles, and it has pursued the even tenor of its way, aiming to give the best possible training to young men who have sought its privileges. The College furnishes little material for an historical sketch, and perhaps this is the best thing which can be said of an institution of learning."

We leave for others the pleasant task of describing more fully his work in Marietta. The younger teachers of Ohio do not know how closely he is identified with the early history of our common schools. In February, 1851, the Ohio State Teachers' Association, in a meeting at Columbus, appointed him, with six others, to aid in the organization of county institutes, and through the southern and eastern part of the State he took an active part in the educational campaign that ensued.

An eminent schoolmaster in the immediate succession once said in effect; there are some ten or twelve distinguished men that history must call the founders of the Ohio school system. Dr. Andrews was one of these. In breadth and earnestness he was the peer of any man that has been prominent in the school work of the State. One by one these leaders in thought and action have finished their work. Each memory is precious.

He was President of the Ohio State Teachers' Association at Steubenville in 1857, and long served on the Executive Committee; he also delivered the Annual Address at Put-in-Bay in 1877. He was a member of the State Board of Examiners from 1866 to 1871.

The experience of a teacher who well and pleasantly remembers his going before the board is an example of Dr. Andrews's method. "In the year 1867, I presumed to appear before the State Board of Examiners intent upon bearing away a certificate, and the hour came when I met Dr. Andrews, who was sitting with a copy of Cicero's orations in his hand. After a kindly greeting, he opened the book, handed it to me, then rose and walked over to the window, as if something there was in need of attention. Returning, he told me to read; in fact I had been reading. Never had I devoted a minute with more concentration to study. I passed, and never

have I wavered in my opinion as to what was the learned professor's errand to the window."

As associate editor of the *Ohio Journal of Education*, in the first six volumes (1852-7), and afterwards as contributor to its successor, the *Educational Monthly*, he showed his lively interest in elementary education. In 1852, he wrote of "The Union School System" and warned officers and teachers against too implicit reliance upon the excellence of any system, thus by thirty years anticipating a favorite dogma of the apostles of the New Education.

Hundreds of teachers think what a worthy representative said: "His life and character have been to me an inspiration. I found him always willing to direct his clear judgment to the service of one who came to him for advice. When I first became acquainted with the *Ohio Educational Monthly*, nearly half the contributions to that Journal, in regard to common schools, were from his pen. What he wrote needs no revision. He thought before he spoke."

He was an active member at the first meeting of the National Teachers' Association, and afterwards became one of the National Council of Education.

At his home he was among the first to move for the organization of a system of union schools, and to him Marietta is greatly indebted for the deservedly good reputation of her public schools.

His early experience as teacher of mathematics colored and influenced all his instruction in other departments, and especially in that for which he will chiefly be remembered beyond his immediate circle of friends, the chair of political philosophy. His political creed must be as plainly drawn as a figure in geometry, as clearly expressed as an equation in algebra. Hence he laid great stress on formal acts and always paid due reverence to the visible representatives of authority.

In politics a conservative, in the best sense of the word, in philosophy he was always and unmistakably an optimist, but not an enthusiast. "All things work together for good" is a truth whose ever-present reality cheered him, not to boasting or display but to patient continuance in the work which Providence had assigned him.

Three brief sentences are sufficient in themselves to bring the man before the contemplative eye even of one who never saw him. While patiently bearing with a student's lapses from duty he often said: "Some of those boys who used to try us sorely have made very useful men." One intimate with him, seeing him going on unfalteringly with his labors though affliction's hand was sore upon him, realized with Adam Bede:—"There's many a good bit of work done with a sad heart." When preparing to go to Boston and deliver an historical address—a mission from which he did not return alive—he replied to the remonstrance of his wife against such a journey in stormy weather:—"I have promised to go."

MARTIN R. ANDREWS.

HIRAM HOWARD BARNEY

HIRAM HOWARD BARNEY was born at Leyden, Vermont, October 7, 1804. The blood in his veins had coursed from ancestors in Wales, representatives of whom came to America in the old colonial days.

The parents of H. H. Barney—for this is the form of his name familiar to the school people of Ohio—moved from Vermont to New York, while the son was an infant, and took a wild farm near the small village of Belleville. Here the boy was brought up in the ways of country life, sheltered by a cabin in a clearing.

He had all the opportunities for reading and study the neighborhood afforded, and very early he resolved to achieve the best education within his power. He entered Union College, Schenectady, then under the presidency of Dr. Eliphalet Nott. This gentleman's name was familiar to western school-boys of fifty years ago as the author of an eloquent and dramatic address upon duelling, and the enumeration of those "whom he could not forgive" for the death of Hamilton.

Barney entered college soon after coming of age, and soon won his way to peculiar distinction as a student. After graduation he studied law and practised for a while. His legal training, his natural aptitude for analysis, his insistent powers of persuasion, and his boundless command of good English were all brought into successful play when he became the first School Commissioner of his adopted State.

In the autumn of 1836, he removed with his wife and two small children to the village of East Aurora, where for twelve years he served either as principal of an academy, or superintendent of schools. "His wonderful success as a teacher" is attested by one who knew well of what he wrote.

Mr. Barney went to Cincinnati in 1847. He there inaugurated the present system of high schools, by organizing and managing the Central High School. When, in the course of the evolution of the school system of Cincinnati the Hughes and the Woodward High Schools were opened, he was made principal of the Hughes High School in which position he continued until 1853. There were others, but he, during those years was the leading exponent of the claims of the high school as an institution where pupils could advance farther along the road to knowledge but as a means of giving energy to the entire system.

In 1849, 1850, and 1852, Mr. Barney was a member of the executive committee of the State Association, and was one of the editors for the association, of the *Ohio Journal of Education*.

Mention, elsewhere, is made of the effort of the school men to prevent the office of Commissioner, established in 1853, from having to take its place with other State offices and having to sink or swim with the political ticket. The hope had little in experience or observation to build upon though the desire and its special aim were very natural.

It is entirely possible that no harm has come from the office of School Commissioner being an elective office. If its "being in politics" means that the incumbent must be of the same political faith as the predominant party, it is strongly presumptive, that from the beginning, it has not been a cubit deeper in politics than if it were filled by the governor's appointment.

Immediately after the enactment of the law of 1853, William Trevitt, the last Secretary of State, to serve as State Superintendent of Schools, issued the first edition of this statute. A second edition was issued by Commissioner Smyth, containing also the Akron Law, the law of 1849, the special statutes in force, cited elsewhere relative to the support of institutes, with forms and blanks, and an extensive collection of official opinions by Mr. Smyth and his predecessor, Mr. Barney. The editor of the Manual mentions the fact there were nearly forty of Mr. Barney's opinions and half as many of his own. A fragrant flower on the party wall is an expression in Mr. Smyth's final report, after the experience of six years: "Mr. Barney's letters and published opinions were exceedingly useful in securing correct practice under the statute. I have ever thought that his published opinions, interpreting the law, are worth more than ten times the salary which he received."

A very difficult branch of the commissioner's duty was the carrying out of the law relating to libraries. Elsewhere in this volume the efforts to do away with the best features of the law of 1853, especially with the sections creating and naming the duties of the State Commissioner of Common Schools, have been recorded, and Mr. Barney's stalwart defense.

At the close of his term he was not re-elected.

Some five or six years after Mr. Barney's term in the Commissioner's office he was called to Circleville, Ohio, to take charge of the public schools. He remained in that position till 1869, when he again returned to Cincinnati.

As long as Ohio remembers those who served her well in the vital work of public education the name of H. H. Barney will not pass into the "obscurity of neglect."

W. H. V. and B.

LEROY D. BROWN

LEROY D. BROWN was born in Noble county, Ohio, November 3, 1848, and at a very early age developed the reading habit which so prominently characterized his entire life. In the old township library which was found in his neighborhood he had access to a few of the best books and soon made himself conversant with them. He was especially interested in biography, history and travel. In addition to this valuable habit he also learned, at an early age, in the school of hard manual labor, on the farm, to depend upon his own personal efforts for success, and to respect and honor all those who toil.

At the age of fifteen, having been prohibited by his father from entering the army, he ran away from home and in January, 1864, enlisted as a member of Company H, 116 O. V. I., in which company he served until the end of the war.

Upon his return from the army he again entered the district school which he attended for a short time and then began more advanced work in the graded school at Senecaville, Ohio. During the winter of 1866-1867 he taught school in a district adjoining the one he had attended as a pupil a few years before. The following spring he entered an academy at Athens, Ohio, where he made partial preparation for college. In 1869 he became a student in the Preparatory Department of the Ohio Wesleyan University at Delaware, Ohio, from which institution he afterward graduated. He was compelled to work his way through college and to enable him to do this he devoted considerable time to teaching. In 1871 he was appointed county examiner in his native county. In this county he was associated with John M. Amos, now editor of the Cambridge Jeffersonian, in the management of a normal school which proved to be very successful. Perhaps no man in Ohio knew more of the real inward life and character of Mr. Brown than Mr. Amos. In a recent editorial he speaks of him as follows: "No man who ever lived was more worthy of the closest and most intimate relations or personal friendship. He was true as tempered steel; able, energetic, amiable, shrewd, and forceful, he left the impress of his labor and of his character wherever he lived and worked."

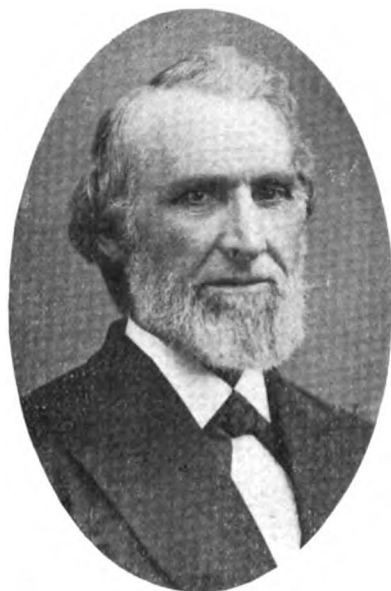
In referring to the normal school to which attention has already been called, Mr. Amos says: "While yet a very young man he was sought out and employed as my associate in a normal school in Caldwell, and when thus employed he walked nearly all over the county talking with boys and girls and their parents, and as a result when the school opened over one hundred young men and women came forward as students. His energy was marvelous. His courage indomitable."

In the fall of 1873 Mr. Brown took charge of the graded school at Newport, Ohio, and in a short time had so thoroughly organized and systematized the work that the office of superintendent was created and he was elected to fill the position. His work here was so successful that he was called in 1874 to the superintendency of the Belpre, Ohio, schools, and in 1875 to the superintendency at Eaton, Ohio. It was in this position that the writer, who was then teaching his first country school, formed his acquaintance, and his helpfulness and kindness can never be forgotten. He was not only always ready but also anxious to render assistance to the teachers who were beneath him in position but who gave evidence of an honest desire to merit success. He never forgot his own early struggles and on this account kept in close touch with the younger members of the teaching profession.

In 1879 he was elected to the position of superintendent of public schools at Hamilton,

Ohio, and in 1881 was re-elected for a term of two years. He held this position until January 1, 1884, when he entered the office of State Commissioner of Common Schools to which he had been elected in the preceding October.

He was untiring in his attention to all the calls of duty in this office where her calls are many and various, until the end of his term, July, 1887, when he moved to Alliance, Ohio, where he was engaged for a short time in the banking business. He then went to Reno, Nevada, to accept the presidency of the State University. He was afterwards superintendent of schools at Los Angeles, California. His declining health made it necessary for him to confine his work to a smaller sphere the last few years of his life, but he never lost any of the intense zeal which had characterized him in his days of better health and strength. He was an active member of educational associations, county, state and national and served as a school examiner in nearly every county in which he taught. He was appointed by President Harrison, Visitor to West Point, and in many ways not enumerated here he showed that he was not only interested in educational work of all kinds, but was also worthy of the honors conferred upon him.



MARCELLUS F. COWDERY

M. F. COWDERY was born in Pawlett, Rutland county, Vermont, in 1815. He spent his early life in western New York. After an attendance for several years at a district school, he entered the academy at Wyoming, New York, and subsequently that at Canandaigua, one of the eight institutions that received legislative aid for the education of teachers. In 1836, Mr. Cowdery began the

work of teaching in Ohio, and taught in district and private schools until 1841, when he became connected with the Western Reserve Teachers' Seminary, of which Dr. Lord was then principal. Here he met with many who had taught in the public schools, or were preparing to teach, and his attention was thus turned to consider the defects in the common school system. From 1845 and onward, Mr. Cowdery labored faithfully in the interests of the schools of the state, attending nearly all the earlier institutes, meeting with others at Akron, in 1847, to organize the State Teachers' Association, instructing in the normal class at Norwalk, and everywhere laboring by word and work, to infuse into others the same interest which he himself felt and exhibited. In November, 1848, he commenced his labors in Sandusky, and, excepting one interval of about seven months in 1863-4, continued in the superintendency until July, 1870.

Few have been associated with Mr. Cowdery, either as teachers or pupils, without acquiring something of the earnest, conscientious spirit he brought to his work, and of his desire for the physical, moral, and intellectual well being of those intrusted to his care — in a word, for their education in its broadest signification. His well known collection of "Moral Lessons" illustrates the spirit of the man.

In one report he says: "It seems to me that most of the present defects in the common schools of our county and State have their origin in the general indifference to the importance of common schools to society and the country. It is not for want of means or of statute regulations that good school-houses are not found in our county, abundantly supplied with furniture and apparatus; it is not for want of facilities that teachers in our county are not thoroughly qualified for their duties; it is not for want of legal powers that school directors do not employ a competent teacher, and render the common school a blessing to the community; but it is from the low estimate placed upon the importance of common schools by citizens generally, and the want of faith in their capacity for improvement, that such defects exist in these schools from year to year." These were truthful words in 1846. They are quoted to show what a shrewd observer said of the schools in the rural districts forty years ago—to what extent will the facts warrant us in using different words to-day?

Graded schools, as now organized and conducted were then unknown in the Western States. In the peculiar work of superintending such schools, Mr. Cowdery was in one sense a pioneer. He was not a genius, and did not claim to be such, but he possessed what is of far greater value in school management — common sense and confidence in one's ability to achieve success. He was fearless and determined, and rarely, if ever, made concessions to whim and prejudice; but he had the instincts and the culture of a true gentleman, and won the confidence of the entire community by his evenness of temper, blameless life, and willingness to listen pa-

tiently to advice or criticism, no matter from what source it came. Teachers visited his schools to learn how to conduct their own.

While he never neglected his professional duties, but bestowed his best thought and most exhausting labor upon them, Mr. Cowdery always kept abreast of the times, was a thoughtful, critical reader of the best literature, and something more than a mere looker-on in both the social and the political world.

Mr. Cowdery was eminently an industrious man. Having learned in early life the important lesson that one can rest and still not be idle, he did not seek ease or cessation from toil, the so-called rest of the sluggard, but found in change of employment all the rest or recreation he seemed to need. Gardening, care of orchard or vineyard, the pursuit of some favorite study, the entertainment of friends, and outdoor and indoor work of other kinds, occupied the moments many would have spent in listlessness or harmful amusements, or in dissipation of some sort. Doubtless some persons who saw him busily at work in garden, vineyard, or factory, early in the morning or late in the afternoon, thought he cared more for them and the income from them than for the schools he was employed to superintend. They failed to see that these varied occupations, engaged in with wise purpose, and pursued not as tasks, instead of impairing his strength or vigor or having a tendency to divert his thoughts from his chosen life-work, were the means by which, under providence, he was enabled to engage in that work with the energy, buoyancy of spirit, and enthusiasm which characterize him only who has a sane mind in a healthy body. Let all who would win success in our profession, follow his example.

THOMAS W. HARVEY.

EPHRAIM CUTLER

EPHRAIM CUTLER was born at Edgarton, Martha's Vineyard, Mass., April 13, 1767. He was the son of Rev. Manasseh Cutler, L.L. D. He came to Ohio in 1795, and lived a few years in Ames, Athens county, and afterwards removed to Warren, Washington county, where he spent the remainder of his life. His interest in the promotion of education doubtless arose, in a measure, from the fact that his father was the author of the famous educational provision in the ordinance of 1797.

He was appointed, by the first territorial legislature, one of seven commissioners to lease all the ministerial and school sections in each township of the Ohio Company's lands. This was the first effort made by legislative authority to promote common school education in Ohio. In 1802, he was a member of the Constitutional Convention, and secured the adoption of the provision which imposes upon the General Assembly the obligation forever to "encourage schools and the means of instruction."

After nearly twenty years' retirement from active political life, he was elected in 1819, a

member of the General Assembly. As chairman of a special committee of the House of Representatives, he prepared a bill providing for the division of townships into school districts, for the building of school-houses by money raised by levies upon the taxable property of the districts, and for the partial payment of teachers from the public funds. This bill passed the House by a vote of 40 to 20, but the General Assembly adjourned before the Senate acted upon it.

In 1823, Mr. Cutler was elected Senator. He was a member of the school committee, and chairman of the committee on revenue. In his efforts to secure the passage of a school bill he was ably supported by Nathan Guilford. This bill passed the Senate, January 26, 1825, by a vote of 28 to 8, and the House, February 1, by a vote of 48 to 24. At this day, when our common school system is universally popular, the intense earnestness with which Mr. Cutler followed up his favorite measure, cannot be properly appreciated. The imperfect law of 1825 cost far more labor than the subsequent acts based upon and supported by an advanced public sentiment.

As a private citizen Mr. Cutler was an active and earnest supporter of schools and all other means of instruction. The first school ever taught in his own neighborhood, near Marietta, was accommodated by the use of a room in his own house. It was taught by the late General John Brown, of Athens, Ohio. When residing in Ames, Athens county, he induced a younger brother, a graduate of Harvard, to teach a school, a part of his house being used as a school room. He was active in forming a local library—the first public library in the West—obtained largely by the sale of furs, and often called the "coon-skin library." The influence of the good schools he helped to establish, and of this library upon the little community was very great. Mr. Cutler died on the 8th of July, 1853, in the eighty-seventh year of his age.

H.

WILLIAM NORRIS EDWARDS.

MR. EDWARDS was born in Pittsfield, Mass., July 4, 1812 and graduated at Williams College. The writer became acquainted with him about a quarter of a century ago when he conducted a private academy in Dayton, Ohio. In 1852, he became superintendent of the public schools of Troy, Ohio, and continued to serve the people acceptably until his sudden death, August 3, 1867. He had a strong hold upon the confidence and affection of the people of Troy. His funeral was largely attended, many of the business houses being closed, and private residences being draped in mourning. Those who for many years met Mr. Edwards in the meetings of the State Teachers' Association, learned to appreciate his worth. He was elected president of the Association in 1861, but did not preside at the next meeting, being detained at home by illness. Mr. Edwards was a man of great culture, and his deliberation before he acted or recommended action made him a safe counselor. He will

long be remembered with gratitude by the pupils trained under his guidance, and with the highest respect by his fellow teachers.

H.

SAMUEL GALLOWAY

The State Teachers' Association of Ohio was founded in 1847. SAMUEL GALLOWAY, the subject of this brief sketch, was the first president. He was born in Gettysburgh, in 1811. He removed to Ohio in early youth, and graduated at Miami University, at the age of twenty-two. For several years he engaged successfully in teaching, until health induced him to change his employment, and, having studied law, he was admitted to the bar in 1842. He shortly afterward removed to Columbus, where he resided until his death in 1872.

His election as Secretary of State made him ex-officio State Superintendent of Common Schools, and brought him into direct association with the leading educators throughout the State. The cause of popular education undoubtedly owes much to his efforts. His reports to the Legislature, embodying many valuable suggestions, did much to call public attention to the subject, and prepare the way for the legislation which soon followed. It is gratifying to note, that though Mr. Galloway's special sphere was mainly that of lawyer and politician, he did not remain unmindful of other claims. His wit, his learning, and his eloquence were freely used in behalf of all measures tending to the improvement of humanity.

H.

NATHAN GUILFORD

NATHAN GUILFORD, the leader of the movement by which the first liberal school law for Ohio was secured, deserves to be held in grateful remembrance by all who teach, and all who have children in the common schools.

He was born in Worcester county, Massachusetts, and in his boyhood worked steadily on his father's farm during the spring and summer months, and attended school in the fall and winter. His marked love for reading and study led his father to determine that he should have a liberal education. Nathan was accordingly sent to a classical school, at Leicester, where he fitted himself for college. He entered Yale College when he was twenty-two years of age, in 1808, and graduated with a respectable position in his class of 1812. Mr. Guilford studied law, then came west and opened an office in Cincinnati. He soon became a zealous advocate of a liberal system of public schools, and sought the attention of the people in an unique way; he issued "Solomon Thrifty's Almanac." It dealt with the stars, the march of the planets, the weather, and other skyeey matters; but it also came down and published paragraphs upon soils and crops, and every page had something on it about education and free schools.

Mr. Guilford was active in the movement that brought about the school law of 1821,

and was a member of the committee of seven appointed by Governor Trimble "to devise and report an efficient system of common schools." The report made no provision for a general fund other than from that uncertain source, the sale and lease of public lands. Mr. Guilford refused to approve the report and in order to make his view widely known, he addressed a memorial to the General Assembly in which he advocated with great force the assessment of a general county tax for school purposes. This memorial was printed by the legislature along with the Commissioner's report, though a majority of the members opposed this new doctrine—the first public appeal of this character in Ohio. This short paragraph should be written large; its doctrine has not been written better. "Public intelligence and public morals ought to be the peculiar care of every Republic, and as every man is interested and benefitted, either directly or indirectly, in the political safety, good morals, good order, intelligence, and social happiness of the community of which he is a member, he ought to contribute freely to their promotion and support. The Legislature, as the public guardian, has an unquestioned right to compel every individual, by a tax, to bear his proportionable share of the expense. And if the means are not otherwise provided, it becomes the duty of the Legislature to exercise that right, and to make such provision that every child of the Republic, whether rich or poor, should have an opportunity of receiving a common, decent education."

Mr. Guilford and a few of like mind appealed their case to the people. He announced himself a candidate for the State Senate, was elected, and on the organization of the Legislature was made chairman of the Committee on Schools.

His ardent leadership and tactful management, with the cordial seconding of Ephraim Cutler and others, had for their fruits the law of 1825. It was upon the announcement of the vote—a majority of twenty-two—that Mr. Cutler is said to have turned to Mr. Guilford, and in a subdued tone expressed his feeling in the words of a Scriptural apostrophe,—*"Lord, now lettest thou thy servant depart in peace, according to thy word, for mine eyes have seen thy salvation."*

Public schools did not exist in Cincinnati in 1825, and Mr. Guilford returned to his constituents determined that there should be one place where this law would not fail.

A public meeting was called for the discussion of the school wants of the city, and five persons responded. They organized and appointed a committee to report at an adjourned meeting.

Mr. Guilford made the proposed report, recommending a special law for Cincinnati, and it was unanimously adopted by the three gentlemen present.

In due time the bill became a law. It authorized the city council to levy a tax. An indignation meeting—the Anglo-Saxon's safety valve—was held and the Hamilton

County members of the Legislature were severely rebuked.

The city council halted. Mr. Guilford then announced himself as a candidate for the city council and after an exciting canvass was elected. A tax of one per cent was proposed and after the usual struggle was ordered.

It is related by State Librarian W. T. Coggeshall that "A loan of \$40,000 was obtained and the first school-house site was purchased. A substantial building was immediately erected and free schools were then fairly established in Cincinnati."

To arouse the very sluggish interest of the people in the free schools, which made but a sorry show in contrast with the prosperous academies whose doors were opened to the children of the well to do, Mr. Guilford suggested a bit of the spectacular—the teachers at first opposed then joined hands to help—a procession of school children with banners and music, while all the church bells rang out in clangerous sympathy. The procession marched to a church, where addresses were made and the band played, and the newspapers praised the demonstration—all to cause the people to "talk school."

Mr. Rufus King, in a report to Commissioner Smyth, pertinent to the display says: "These demonstrations which made a gala day of the city, continued many years, until the growth of the city, and the number of the pupils made the processions inconvenient and they were therefore suspended. But they had all the desired effect. The great mass of the citizens were surprised and delighted by the respectable array and bearing of the teachers, the readiness and intelligence which the pupils evinced in their examinations, and more than all perhaps by the neatness, spirit and order. The internal effect upon the schools themselves was equally fortunate—a fine spirit of emulation grew up among the various schools, all vying for the annual honors."

In this report Mr. Guilford's name is not mentioned in connection with the setting on foot of these demonstrations, or that he with another gentleman headed the first procession; and the state printer spelled it "Griswold," as a member of the House in 1825,—an illustration of Thackeray's definition of fame—"to be killed in battle and have your name misspelled in the Gazette."

In the spring of 1850 the people of Cincinnati, under an act of the Legislature, made and provided, elected Mr. Guilford their first Superintendent of Common schools. He served two years. Under a new law, in 1853, the Board of Trustees and Visitors elected Mr. A. J. Rickoff.

JOHN HANCOCK

JOHN HANCOCK was born on the 19th day of February, 1825, near the town of Felicity, Clermont county, Ohio. Of his remote ancestry we have not much definite knowledge. Shortly before the death of General Hancock, he ordered Lieutenant William F., son of Dr. John Hancock, to report to him at Governor's

Island, for the purpose of making inquiry concerning his family. On being told by the young lieutenant that his great-grandfather, Henry Hancock, came from New Jersey, the General replied: "I, too, am of that family, and you and I are the only officers of that name in the army." The interview was interrupted and the general's death occurred before it could be resumed; so that this little scrap is about all we have of the early family history.

John Hancock was the eldest of five children. His father, David Hancock, was by occupation a carpenter. He was a devout Methodist, a great Bible student, and a ready and pleasing conversationalist. The mother's maiden name was Roberts, a sprightly woman of Welsh descent, who died at thirty-five, leaving five small children. A childless couple by the name of Moore in the neighborhood besought the father for John, the eldest, and he became the light and joy of their otherwise desolate home. Mrs. Moore was a good woman, strong intellectually, of great firmness, tempered with motherly kindness, and her influence on the character of the boy was very marked. It is said that her good old face at the age of ninety would still ripple with smiles at the mirthful sallies of the boy she called her own, long since grown to manhood.

After acquiring what the county district school of his native county afforded, the boy John attended Clermont Academy, and subsequently entered Farmer's College, at College Hill, near Cincinnati. How long he continued here, I am not able to say, but he never completed a college course. It is believed that "Aunt Mary Moore's" snug little library, supplemented by his own early purchases of books, did more to shape his career than the schools he attended. To those are attributed largely the beginnings of his great love of good books, and those scholarly tastes and habits which continued to grow to the end of his life. His love for good books was one of his ruling passions.

The main incidents of Dr. John Hancock's career as a teacher are well known. While yet quite young he taught in the country schools of his native county, and afterwards in the neighboring villages of Amelia, Batavia, and New Richmond. It was during these years that he became familiar with the conditions and needs of the country and village schools, and learned to sympathize with the teachers in their trials and discouragements.

In 1850, Dr. Joseph Ray met the young schoolmaster at an educational gathering in Clermont county, and induced him to go to Cincinnati to take the place of the first assistant in the Upper Race Street School, under that stalwart schoolmaster, Andrew J. Rickoff, as principal. After three years of service in this position, he succeeded Mr. Rickoff in the principalship, and a year later became principal of the First Intermediate School in the same city, a position he held for ten years. I visited his school in 1863, and heard a recitation in grammar conducted by him, which made a lasting impression on my mind. It

was characterized by a degree of intellectual life and thoroughness that made the faces of the pupils glow. A favorite practice of his, which at that time arrested my attention, was to require every definition, principle or rule stated to be illustrated by an original example.

In 1867 he became superintendent of the Cincinnati schools, an honorable and responsible position which he filled with credit for seven years.

Dayton was his next field of labor, where he filled the office of superintendent of public instruction for a period of ten years. On his retirement from this position, a meeting of leading citizens was held to bear public testimony to his personal worth and the faithfulness and efficiency of his work. One long identified with the educational interests of the city was called to preside. His address upon taking the chair contains the following: "Dr. Hancock may look back with proud satisfaction to his ten years of labor in Dayton. It might well satisfy the laudable ambition of any man to be permitted for so long a time to impress and mould the character of thousands of youth and children. As members of the board of education associated with him at various times in his work, we have had the best means of knowing how faithfully and efficiently he has discharged the duties of his office. He has not been a mere office superintendent, but has given his whole time during school hours to personal supervision of the daily work of the school-room. While an excellent general system of instruction has been adhered to, rigid rules have not been enforced to crush out the individuality of teachers. He has insisted on good work, but has been content when it has been accomplished in whatever manner. He has harmonized the discordant elements in our schools, and during his administration peace and good will have characterized all the intercourse between superintendent and teachers. But best of all, he has exerted a beneficent influence on our schools by the purity of his character. On all moral questions he has given no doubtful sound. No boy in the schools could point to his example as an excuse for the slightest departure from the purest morality. In addition to his work in the schools he has ever been a public spirited citizen. No effort to advance the intellectual and moral culture of the community has failed to enlist his warm sympathy and support."

More than a score of other prominent citizens followed in similar strain, bearing willing testimony to his high qualities of mind and heart and the great value of his work.

In 1886, Dr. Hancock, by appointment, represented the educational interests of his State at the World's fair at New Orleans, and soon after accepted a unanimous call to the superintendency of the public schools of Chillicothe.

November 23, 1888, he was called by Governor Foraker to the office of State Commissioner of Common Schools, to fill the vacancy caused by the death of Commissioner Tappan, and at the State election in 1889 he was duly elected to that office for the full term of three

years, beginning on the second Monday of July, 1890. At the time of his death he had served nearly a year of the regular term for which he was elected. His high qualifications for this office are universally recognized. His extensive and varied experience, his profound study of education in all its phases, his familiarity with the school system of the State and the systems of other states and countries, his abounding enthusiasm and deep devotion to the cause, his genial and unselfish spirit, and his all-pervading love, of his fellow-men made him pre-eminent in his high office. He popularized as well as magnified his office.

His name appears for the first time in the proceedings of the Ohio Teachers' Association in 1852, in the list of Hamilton county delegates. From that time to his death he was a most faithful and efficient member, always present and always active. He was honored with the presidency of the Association in 1859.

The National Teachers' Association, now called the National Educational Association, was organized at Philadelphia, in 1857. At its first regular meeting at Cincinnati, in 1858, Dr. Hancock became a member, and continued to take an active part in its proceedings as long as he lived. He presided over its deliberations at the eighteenth annual meeting, held at Philadelphia in 1879. He was also identified with the National Council of Education, a select body of educators formed in 1881, and holding its sessions in connection with the meetings of the National Educational Association.

His services as county, city and State examiner of teachers must not be overlooked. In all these capacities he was conscientious and painstaking.

He was a ready writer and a large contributor to the educational periodicals. There are few of the forty volumes of the Ohio Educational Monthly that do not contain thoughtful articles from his pen.

Dr. Hancock's experience as a soldier deserves mention. In May, 1864, a number of Cincinnati teachers belonging to the National Guards, among them Dr. Hancock and Mr. Rickoff, were called into service at Washington. The July number of the Ohio Educational Monthly for that year contains a characteristic letter written by our friend Hancock while doing duty as a soldier at Arlington Heights. He speaks of long marches in the hot sun and of blistered hands from using the spade in the trenches for ten hours a day. The following passage indicates that military discipline and army life were not to him entirely congenial: "The mysteries of military procedure are incomprehensible to the common mind. The only two points that I can pretend to understand are, that the private soldier is to be constantly reminded of his utter nothingness, and that the military way to do things is the longest and hardest way. I am afraid, however anxious they may be to do their duty faithfully, that teachers will not make good soldiers, for they will think, which is an offence that is rank and smells to heaven in the nostrils of red tape."

In the institute work of the State, Dr.

Hancock may be classed as a pioneer. He assisted in organizing and conducting the first institute in his native county, and he continued to do effective work as an institute instructor to the end of his life. There are few, if any, counties in the State, in which he has not labored in that capacity, and he never seemed happier than when discussing some phase of school work before a body of teachers.

The story of Dr. Hancock's career is the old story of honesty, industry, self-reliance and perseverance. In him was no guile. He loved right and hated wrong. He walked day by day on the line of rectitude. In nearly forty years that I have known him, I never heard a suspicion cast upon his honesty. He was a lover and a doer of the truth. His simplicity, directness and naturalness, in all relations, were admirable. He never left room for doubt as to his meaning or his position on any question of importance.

He was an industrious worker. His broad and varied scholarship and his ready and effective use of his powers were wrought out by his own industry. Early obstacles and privations did not deter him from putting to use the talent committed to him. He made great attainment and won high rank by doing a true man's honest work day by day.

Though Dr. Hancock was an earnest man, there was in him a vein of humor which gave zest to his conversation and made him the life of every circle in which he moved. His wit was of the chaste and refined type, and always tempered with goodness of heart.

He was magnanimous — great of mind and large of heart. There was nothing petty in his nature. No mean jealousies marred his intercourse with his fellow workers. In all the years of my acquaintance with him, I never knew him to indulge in detraction or in harsh or unkind criticism of fellow-teachers. He was disposed to look upon the sunny side.

Of Dr. Hancock as an educator, praise is in all the school districts. In his educational doctrine and practice he was what might be called a liberal conservative. He believed in progress, but had little faith in royal roads to learning. He was not apt to be carried away by the newest educational theories and devices. His batteries of wit and sarcasm were sometimes trained upon those conservatives who are sure the old way is always best; but oftener upon the camp of the radicals, who, in his own words, are ever discovering "the true educational philosopher's stone that is to transmute everything it touches into the golden ore of wisdom."

SAMUEL FINDLEY.

JOSHUA C. HARTZLER

JOSHUA C. HARTZLER was born near Lewistown, Pennsylvania, November 27, 1832. His parents came to Ohio in 1839, settling near Lancaster. An account of his early life would be but another telling of the story so common in this country. It had its full share of hardships, and luxuries in but small measure.

After obtaining the usual elementary education in the common schools he learned the carpenter trade, at the same time continuing his studies which, later, he took up in a more systematic manner at La Fayette Academy.

His work as a teacher began in the Lancaster schools, where he showed marked ability. In 1866 he was called to Galion as superintendent and here remained for six years. In 1873 he travelled abroad and upon his return was elected to the superintendency of the Newark public schools, in which position he did most effective and satisfactory work for nearly a quarter of a century.

In 1883 the University of Wooster conferred upon him the degree of A. M., and in 1890 he was honored with the degree of Ph. D. by the Ohio State University. He was appointed a member of the State Board of School Examiners in 1892.

The foregoing contains a bare recital of facts connected with the life and work of another earnest teacher who has gone to his reward. We shall see him no more here, but he lives in the grateful memory of the thousands of children who have come under the influence of his pure life and helpful example.

The writer formed the acquaintance of Dr. Hartzler in 1884, when entering upon his work as superintendent of the Granville schools, and the acquaintance soon ripened into a cordial friendship which became more intimate as the years passed by. His clear, accurate views on school questions, always expressed with the greatest consideration for those who might not agree with him, his ænial and dignified bearing, his conviction regarding the right, and his strict adherence to the path of duty, are the chief characteristics which made his life lovable and his death sincerely mourned.

To the teachers who were associated with him, Dr. Hartzler was more than a superintendent — he was always the true friend, who could be relied upon for sympathetic help in the difficult work of the school room.

O. T. CORSON.

THOMAS W. HARVEY

Among the rugged hills of the Granite State, December 18, 1821, THOMAS WADLEIGH HARVEY was born. Surrounded by scenes of natural beauty, and breathing the pure air of his country home, he spent his early boyhood. Laboring on the farm in summer and attending the district school during the winter months, he laid the foundation of a strong physical constitution and of mental and moral growth, upon which he developed the complete and symmetrical man (we are here to honor.)

With his father, Judge Moses Harvey, and other members of his family, he came to Ohio in 1833, and settled on a farm in Concord, Lake county. This farm he owned at the time of his death. He kept it in his possession, as he told me, because of the many associations connected with it.

For the first three years of his life in Ohio, he remained on the farm with his father, and

attended the public schools whenever he could be spared from the farm.

At the age of fifteen, he entered the office of the Republican, published at Painesville, Ohio. Here he learned the printer's trade, which was of great value to him as a teacher, and especially as an author. He remained in the printing office six years. During these years he was a diligent student. In 1841, he secured a teacher's certificate and taught his first school. Not satisfied with the limited education he had received by his own efforts and in the country schools, in 1845 he entered the Western Reserve Teachers' Seminary at Kirkland. In this school he was under the instruction of Dr. Lord, and he formed an attachment for his teacher that did not end with his death. It continued warm and fervent through all the years of his own life.

In 1851, soon after the Akron school law had passed the Legislature, he was called to the superintendency of the Massillon public schools. Here he had an opportunity of putting into practical operation the law for which he had labored so earnestly. No one but those engaged in the work at that time can comprehend the difficulties in the way of practically carrying out the provisions of the law relating to the proper grading of the schools.

In October, 1871, Governor Hayes appointed Mr. Harvey State Commissioner of Common Schools, and the appointment was confirmed by his election in November of the same year. No appointment or election of Commissioner of Common Schools has been hailed with greater satisfaction by the school people of Ohio than was that of Thomas W. Harvey. While in this office he worked constantly and zealously to systematize, broaden and make more efficient the country schools of the State.

In 1877, he again became superintendent of the Painesville schools and retained this position for six years longer. After 1883, he was not engaged in the active work of the schools, but as institute instructor, as member of the Boards of Trustees of Lake Erie Seminary and Grand River Institute, and as an educational lecturer, he kept himself in touch with the school interests and school men of the State till the time of his death, January 20, 1892.

A full biography of Dr. Harvey would be almost a complete history of public education in Ohio for the last half-century. Every true educational reform has had him at the helm. In his hands we have felt all would be safe. He was always a tried and trusted leader. As an institute lecturer and instructor, Dr. Harvey had no superior. From the organization of the Teachers' Institute in Ohio, he rarely, if at all, failed to give more or less of his time during the institute season to the teachers of his own and other states. It is said that he worked in every county in Ohio but one. Many of us will never forget the days and weeks we have spent as co-laborers with him in institute work. His presence with us and his words of encouragement to us who were younger and less experienced in the work, were so helpful and so comforting.

We remember well when we told him how we dreaded every hour we were to speak to the teachers of a certain institute, and he replied, "Why, my friend, I have the same feeling. After all the years of my experience I never go before the teachers of an institute without more or less fear and trembling." These words gave us courage to put forth our best efforts, not without, but with less, "fear and trembling."

He seemed especially fitted by nature as well as by training for this kind of work. He seemed to know so well the needs of teachers and how in a tactful way to supply these needs, that he soon won the hearts and gained the attention of all. Giving information as to how to teach the subject under consideration was of little moment in his estimation, in comparison with the greater good he might do the teachers by instilling into their minds something of the importance and dignity of their work, and at the same time the need of a better preparation for its accomplishment.

As a teacher, Thomas W. Harvey was born to the purple. His methods were natural, his language simple, his thoughts clear, his knowledge far-reaching, his grasp of the subject and all that supplemented it comprehensive, his presentation of it forceful, his enthusiasm unbounded, and his power to stir every pupil to his best endeavor remarkable. In addition to all these mental qualifications which gave brain power and intellectual activity, he possessed, in a large degree, love, sympathy, and an earnest desire to cultivate the moral faculties of his pupils. "We must cultivate the hearts as well as the heads of our boys and girls or we shall fail," he would frequently say both publicly and privately. He labored, as every great teacher labors to develop the characters of his pupils, to send out from the school young men and women with pure hearts, noble purposes and high aims. Thus, in his profession, Thomas W. Harvey was the peer if not the chief of his contemporaries.

He loved literature for its own sake. You rarely saw him, at home or abroad, without a book of some one of the old authors in his hand. Chaucer was his favorite. Possessing one of the largest private libraries in the State, he fairly revelled among his books. He was very fond of the antique in books, and in his library you will find many books of other centuries, valuable for their great age and for their peculiarities of style and diction. He was also no mean naturalist, having in his possession a cabinet well filled with rare and interesting specimens of his own collection.

In the life of our friend we see exemplified the Divine plan of growth: "first the blade, then the ear, after that the full corn in the ear." First the boy, then the man, and after that the full manhood of the man, rich in the abundant fruitage of his many years. His was the highest type of manhood, pure in heart, unselfish in his nature, noble in purpose, high in aspiration, true to his friends, honorable in the highest sense, honest in his convictions, courageous in carrying them into

effect, and in matters of right, truth, and principle, he never flinched.

Like Abou Ben Adhem, he loved his fellow-men. He loved his friends. No man had more than he. He was a man whom to know was to love. His attitude toward all was love, good will, a word of cheer and a helpful hand in times of need. He was especially helpful to the younger men who came into the profession.

E. F. MOULTON.

WILLIAM DOWNS HENKLE

WILLIAM D. HENKLE was born October 8, 1828, at Pleasant Hill, six miles from Springfield, Clarke County, Ohio. His father's possessions were but small; he owned a humble cottage besides which his horse, saddle and bridle, comprised about all his worldly wealth, for he was an itinerant preacher. Obeying a call to Louisville, Kentucky, Rev. Lemuel Henkel removed to that city with his family, and was there stationed pastor of the Methodist Protestant Church.

After her husband's decease in 1835, Mary Down Henkle returned to her father's home, at Urbana, Ohio, where she resided for two years, and then she removed to her own cottage at Springfield. While living at his grandfather's, in Urbana, William, or "little Bill Downs," as he was familiarly styled, manifested those dispositions to inquiry which distinguished him in manhood. His father had taught him to read, and he conceived a love of books from the first. The first school he attended was at the old Urbana Academy in which he himself afterwards tried his "prentice hand" as a teacher.

William's aptitude for numbers, and his persevering habit, were shown while he was a very small boy. Failing one evening to get the right answer to a question in arithmetic, he went to bed dissatisfied. In the night he was heard calling out to his sister, "I have the answer! I worked it out in my sleep!" It is no surprise to learn that the future editor of *Notes and Queries*, was fond of working out puzzles.

When the widow and her son and daughters began their independent struggle for subsistence, at Springfield, it was well for them that they were bound together closely in the bands of family love. Toil was their portion. They were acquainted with privation. The mother's needle helped to earn the children's bread. Adjoining their place was a brick-yard, and some of the hands who worked at the kilns were boarded at the widow's house. The owner of the brick-yard hired William to drive cart, paying him a trifle for his service. To what use do you think the black-haired, rosy boy put the first wages he received? He bought a bonnet for his mother.

From his mother William inherited his sweetest and his strongest qualities. From her he derived his quiet way and his even temper. Her brain transmitted to his the mathematical aptitude. Mary Downs was potentially the

author of the Algebra which her son actually produced.

Mr. J. M. Milhollin, a second cousin of Mr. Henkle, gives, in a letter, interesting recollections of his kinsman's boyhood and youth. He says, "When we used to gather about the streets of Springfield, Will was never a ring-leader. His favorite attitude was to stand, leaning against a wall or other object, with his hands behind him. He generally inclined his head a little, and always smiled when addressed, or when he himself spoke. His own share of the talk was small, and was composed of questions, answers, and very short sentences. Often he saw the point where others did not. Then he would be very apt to mention something about it to the boy next to him, but not to the whole crowd."

To those who have watched the growth of Mr. Henkle's library, and who know how his very heart-strings were twined round his precious books, the story of his first collection is very affecting. The slender boy drove that cart, hauling clay in the brick-yard, spent part of his slender purse in buying books. His book-case was a candle-box with a sliding lid. Happy boy! symbolic box,—the candles have shed their glimmering light and are gone out; but the books,—inextinguishable torches,—shall shine on, to illuminate heart and mind.

Young Henkle went to school at Springfield, first to Mrs. Bassett, then to a teacher named Adams, and, for a short time, to his uncle, Alfred Reed. The effect of the school routine upon him was not stimulating. He appears to have conceived a disgust, not for learning, but for the teaching he received. There comes a time when the pupil gets outside of himself, looks at himself, and sees the necessity of conducting his own education, using books and teachers as essential means, but not as wholly responsible for his education, or as substitutes for his own industry and will.

Now the book-store, like a strong magnet, draws him to its loaded shelves. The candle-box is no longer large enough to hold the volumes that come to Widow Henkle's cottage, and Will has a black walnut box made and placed on top of the bureau, for books. As one awakened to a conviction of sin feels that all his past virtues count for nothing, so the boy, aroused to a sense of ignorance, begins humbly to study and learn. The strong desire to become a scholar warms his being. He is now ready for teachers and schools. Do we not know that the work is all but done? Henkle is born into the kingdom of the intellectually saved!

When we are ready for them, our teachers come. How, like a good genius in a fairy tale, came the young High School student, T. D. Crow, to William Henkle. "I noticed the lad," says Mr. Crow, "sitting in his mother's kitchen, intently poring over such books or newspapers as he could lay his hands upon, and, indeed, seeming to care for naught else. So I said to him, one day, 'William, if you will come to my room once each day, I will hear you recite in anything you want to study.' Next

evening he entered my room with three books under his arm, viz: Smith's English Grammar, Talbot's Arithmetic, and Comstock's Natural Philosophy." This fairy tale had its just poetic sequel when, after long years, Mr. Henkle made Mr. Crow acting Commissioner of Common Schools, at the State Capital.

The continuity of Mr. Henkle's High School course was interrupted by his teaching his first school in the winter of 1845-6. He was about sixteen years old. He boarded with his mother, ate breakfast early, walked four miles to school, came home to supper, and then went one mile to a night school to recite German and French; ten miles walking a day, besides the labor of teaching a country school and learning lessons in two foreign languages!

His teaching term ended, Henkle returned to the High School, from which he was graduated August 7, 1846. At graduation our rising scholar delivered a Latin salutatory.

From the High School Will went to Wittenberg College, but he did not finish the College course. In the catalogue for 1847 his name stands highest among the classical students.

Late in 1847 he taught a private school at Urbana, and not long afterwards he was chosen principal of the Academy. His mother sold her house in Springfield and followed him to Urbana.

In 1848 he made his first appearance as Institute instructor, giving a series of lectures on English Grammar. When the union system went into effect he was employed as principal of the Urbana High School. In 1850 he went to Greenfield, Ohio, and for one term taught in the Seminary there. From Greenfield he went to Mechanicsburg, whither his mother's family also removed.

While living at Mechanicsburg, Mr. Henkle was married to Miss Kate A. Estabrook, of Dayton, Ohio, October 13, 1852.

In the summer of 1854, Mr. Henkle and family removed from Mechanicsburg to Green Mount, near Richmond, Indiana, where a College had been organized, in which he was to occupy a chair.

Mr. Henkle aided in the organization and maintenance of the Indiana State Teachers' Association, of which he was a charter member.

The autumn of 1859 found Mr. Henkle teaching mathematics in the South-Western Normal School, at Lebanon, Ohio.

Never saw another man who read so diligently and so exhaustively as did W. D. Henkle. Not content with grasping the general scope and significance of a volume, his penetration extended to the subtlest thought of the author, while he took note also of every verbal peculiarity, and of such mechanical items as must concern the accurate proof-reader.

In 1864 he received and accepted an invitation to go to Salem, Columbiana County, Ohio, as Superintendent of Schools there. He held this position until 1869, when, on the

resignation of John A. Norris as State Commissioner of Schools, Gov. R. B. Hayes appointed Mr. Henkle to fill the vacancy for the remainder of the term. From Columbus he returned to Salem, resuming the duties of Superintendent of Schools.

In 1868 Mr. Henkle was President of the *Ohio Teachers' Association*. He was a prominent member of the *National Educational Association*, of which he had been the secretary for six years. In June, 1876, the degree of Doctor of Philosophy was conferred on him by Wooster University.

I do not think he ever himself knew how great a man he was. In his learning there was nothing pedantic or obtrusive, but it sat upon him with an easy natural grace. His whole nature was pure gold, simple and generous, linking itself naturally to good works and good men,—however humble the latter might be. Though active in all great educational movements, his delights were those of the student and scholar, and his life flowed on like some deep river of gentle current, full, peaceful, and refreshing all its banks.

He expressed a distaste for many of the outward forms of religion, but at the same time expressed his sense of dependence on God and his firm belief in a future life. In a conversation on the subject of prayer, he expressed his aversion to praying in public, but said he supposed he prayed as much as most men. These conversations left me with the impression that our brother's religious experience was peculiarly rich, and that the gentleness and loveliness which he always manifested were due to a divine life within him, for which even those of us who knew him best had not given him credit.

Circumstances threw us much together for a number of years past; having common pursuits and at least one common taste, we became very intimate. I am proud to have had such a friend. But I was going to speak of his gentleness, his charity. In all my acquaintance with him, I do not remember ever hearing him speak harshly of any human being. If some rascality was brought to light, he would speak of it in a sort of scientific, analytical way, tracing the action to its causes, and the cause was found to be ignorance rather than depravity. He seemed to think habitually on whatever is true and honorable, on whatever is lovely and of good report.

To me the name of W. D. Henkle stands for accurate information, exact knowledge, critical scholarship. We live in an age of intellectual looseness—of half knowledge and wrong knowledge; a state of things that the newspaper does much to foster.

A professor of mathematics says, "all of the upper part of my algebra I got from him; not by direct tuition, but by correspondence, suggestions, and hints." Only yesterday one who had known him long and well, and who was competent to speak, said to me, "Ohio had but one Henkle"—and added after a pause—"no other State had any."

W. H. VENABLE.

CHAPTER XXX

BIOGRAPHICAL SKETCHES (2)

BIOGRAPHICAL SKETCHES (2)

BURKE A. HINSDALE

BURKE A. HINSDALE was born at Wadsworth, Medina county, Ohio, of New England ancestry, March 31, 1837, and died at Atlanta, Georgia, November 29, 1900. He was the second of five children, and the eldest son. He grew up amid the toils and struggles of a pioneer household, but amid ever improving conditions and a widening outlook. Mr. Hinsdale's early education was gained in the district school.

Mr. Hinsdale was a hard student who read eagerly in a wide range of subjects. A singularly retentive memory aided him in gaining a vast store of accurate information. His first teaching was done in a district school in the township of Franklin, Summit county, in the autumn of 1855 and the following winter, and the three succeeding winters at other places in that part of Ohio. He taught district schools winters only; the remainder of the year was spent in study at Hiram or in work upon the home farm.

In 1870 Mr. Hinsdale was chosen president of Hiram College. Though only thirty-three years old, the new president was, without question, the natural successor of General Garfield.

In the spring of 1882 Mr. Hinsdale, more to his own surprise than to that of those who were aware of his rapidly growing reputation, was tendered the superintendency of the Cleveland public schools. After some hesitation he accepted this unexpected call, entered upon that larger field in the autumn of 1882, and held the position for four years. At the end of his service in Cleveland, Mr. Hinsdale's reputation was such that in 1887 he was elected professor of the science and art of teaching in the University of Michigan. He began its duties February, 1888, and held that position the remainder of his life. In the interval between his superintendency at Cleveland and his going to Ann Arbor, Mr. Hinsdale wrote *The Old Northwest*, perhaps his most important and widely known work; a revised edition of it appeared in 1899.

He found at Ann Arbor his true place, and his life there was happy and fruitful beyond any previous measure. There is the best evidence that while at the University of Michigan he was counted peculiarly sane and free from "fads" in his teaching, a valuable and faithful college officer, a strong debater who persuaded by force of argument rather than by the graces of oratory, a man of untiring industry sustained by a robust constitution, which enabled him to produce numerous vol-

umes on various subjects, not to mention frequent contributions to various associations, and public addresses on many themes.

Mr. Hinsdale's merit gained academic recognition and he was given the degree of A. M. by Bethany and Williams Colleges, that of Ph. D. by the Ohio State University (1887), and the degree of LL.D. by Ohio University.

In education Dr. Hinsdale was an early and prominent advocate of more opportunity for the individualism of the student; the schools, he said, "handle classes better than they teach pupils." He was one of the first to discuss the correlation of related subjects; he saw with exceptional clearness the necessity of making the civilizing and refining studies stronger in the elementary schools by supplementary reading and other means.

Dr. Hinsdale was also quick to see and urge the necessity for special school laws for our city systems, whose failings none saw more clearly or discussed more sanely and wisely. There are many persons in northern Ohio who attended a meeting of the N. E. O. T. A. in Cleveland a quarter of a century ago and still have in memory scenes and passages from the famous debate upon this subject between Dr. Hinsdale and Supt. A. J. Rickoff. Dr. Hinsdale showed that in his armory of weapons of attack and defense he had a sharp wit and a provoking humor though he seldom drew them. This debate called public attention to Mr. Hinsdale. It was evident that each speaker had an altogether worthy opponent.

After Dr. Hinsdale's death a former pupil said, "The trouble with Dr. Hinsdale was the demand upon his many sided powers, to which he yielded a too ready assent. But he did his work along all lines so well, he could so truly say with Jean Paul Richter, "I have made out of myself all that the stuff would permit," that these imperfections have no bearing upon our estimate, and with reverence we uncover before the mention of his name and say "Well done."

And now he, too, has passed into the "World of Light." In every walk and condition of life he filled full the measure of his obligation. His was an honest and sincere life. Multitudes have been helped by his life and words. What he thought, he expressed. Men and women could scarcely fail to know where he stood. And what think you of such virtues? They are too rare by far in this good, yet wicked old world of ours, so God be thanked when such men make their advent upon earth. God be thanked for their mess-

ages of wisdom or of cheer, and also let Him be thanked as well, that some limitations were set to their life powers that, not being too perfect, they could fit themselves for common nature's daily food.

So this man who, out of toil nobly endured to the last, out of limitations realized only too well, yet patiently borne, out of weakness baffled so long, out of trials at length escaped, has passed to where he sees

"White presences upon the hills
And hears the voices of the Eternal Gods."

And the conclusion of this whole matter is not that he passed away too early, not that he left any portion of his life work undone, but it is the conclusion which has come down out of the hoary days of old, a conclusion which our friend and brother illustrated all the days of his life,—

"Fear God and keep his Commandments,
for this is the whole duty of man."

The following farewell address of Superintendent Hinsdale to the Cleveland teachers is characteristic of the man. "Teachers, this is the last teachers' meeting of the school year. In two weeks more the work will be finished and the year be ended. Then will come the long summer vacation, which will, I hope, bring you abundance of rest and reinvigoration. I wish to congratulate you on the good work you have done during the year, and on the patience and cheerfulness with which you have done it. May you be able to duplicate it many years to follow. This is the last teachers' meeting in which I will meet with you. On the first Monday in September it will be four years since, in this hall, I first met the teachers of Cleveland and entered on the duties of the superintendency. Somewhat more than one-half of the teachers present to-day were present then. These may remember that I then made you a short address, the substance of which was a promise that I would try my best, by diligence and devotion, to do something for the schools of the city, and by an honorable and manly bearing to win your confidence and esteem. From that day I have never faltered in my effort to keep that promise. How much has been achieved along either line, I leave it to others to say. I will not and would not disguise the fact that I should have been happy to lead you for a longer time in the noble work of education. But it was not to be. When you reconvene in September, another superintendent, a gentleman well known to you all, and needing no introduction from me, will meet and greet you. But I am not sorry that I came; fain would I hope that you do not altogether regret my coming. I have made many acquaintances and friends whom I shall cherish to the end of my life. I thank you for your respect and confidence. I thank you for the general disposition you have shown to co-operate with me in the work. I thank you from my heart for the many kind words that have come to me from you the past two weeks. I should be happy to think that something that I have said or done these last four years may help

you in your work for years to come. And now I give you my benediction; and pray that you may have strength and courage, cheerfulness and faith, in full measure, so long as you are teachers, and to the end of life. Farewell."

PROF. DERBY AND OTHERS.

RUFUS KING

RUFUS KING, of Cincinnati, bears an honored name. His grandfather was an eminent patriot and statesman of Revolutionary times. His father, Edward King, came to Ohio at an early day, established himself as a lawyer at Chillicothe, and rose to eminence in his profession. His son, Rufus, was born in 1817. He graduated at Harvard University, and was, for many years, a leading lawyer of Cincinnati. For fifteen years Mr. King was a member of the board of education of that city, and for twelve of these years, its president. He took an active part in re-organizing the public schools, and his labors have contributed largely to their increased usefulness. The high schools of the city are governed by a separate board, and of this board Mr. King was also a member for many years.

In 1853, Mr. King, urged upon the Hon. H. H. Barney, State Commissioner of Common Schools, the importance of consolidating the public school libraries in cities. Mr. Barney decided that this could be done, and thus the way was prepared for the formation of a great central library in Cincinnati.

H.

SAMUEL LEWIS

It is a singular fact that the boy who was destined to win enduring fame as an educator had very limited opportunities for intellectual training and never attended a higher institution of learning. His school days ended before he had reached the age of fourteen years. Most of his instruction was received at the home of his grandparents. A maiden aunt was his principal teacher and "she never wearied in her efforts to give him as good an education as children of that age could acquire." Her influence and that of a pious and devoted mother were potent factors in shaping for all time the character of SAMUEL LEWIS.

At the age of eleven he began to accompany his father on short voyages along the sea coast. Later he was assigned the post of cabin boy. This life and the example of his father gave him strength and courage, without the rudeness in those days too common among seafaring men.

Financial reverses drove the father from the sea. The second war with England dissipated what remained of his earthly possessions, and in May, 1813, with his wife and nine children, he started overland to the great West.

The mother, three daughters, and the youngest son, rode in a wagon. The father and five sons, including Samuel, walked all

the way to Pittsburg. It took six weeks to perform the journey. Embarking in a flat boat, the family descended the Ohio and reached Cincinnati in July.

They rented temporarily a farm house, and those who were able to perform manual labor found employment among neighbors who were busy harvesting their crops. The following year they moved to Butler county, and young Samuel secured a permanent position at seven dollars a month. Later he was employed in carrying the mail; next as rodman with a surveying party. At the age of sixteen he made choice of his life work and determined to become a carpenter. Applying himself industriously to his trade, he was soon recognized as one of the most skillful workmen in the community. The father moved to the vicinity of Eaton, Ohio, where young Lewis superintended the erection of a comfortable farm house for the family.

One year before he reached his majority, he decided to enter upon the study of law. He secured a position in the office of the clerk of courts, at Cincinnati, and devoted his evenings to study. All the money that he had previously earned he had turned over to his father. In addition to this, he paid for the remaining year of his minority. Pinched with poverty, he made many sacrifices to fit himself for admission to the bar.

His manly bearing and industrious habits attracted the attention of eminent men who had business to transact at the clerk's office. Among the number were Jacob Burnet, Nathan Guilford, and William Woodward. They gave him substantial assistance in his effort to acquire a legal education. He was finally admitted to the bar and (promptly) entered upon the practice of the law, his profession. Success came slowly, but it was not unduly long before he had built up a lucrative practice.

From childhood his sense of filial devotion had been strong. He could not rest content if his parents were in need of assistance that he could give. When prosperity came, he shared it with them. He bought a fine farm near the city and on it fitted up a home for the declining years in which no comfort was lacking.

The benevolence of a wealthy friend and client opened to Mr. Lewis a new field of useful endeavor, in which he attained eminence. Mr. William Woodward, whose interest in him as a law student has already been noted, one day called the young attorney to his home to write his will. He made known his desire to leave a part of his property for some philanthropic purpose, and asked Mr. Lewis to what object he thought the bequest could best be devoted. A firm believer in popular education, the latter promptly replied that an institution of learning, free to all youth of the city qualified to enter, would be a boon to the rising generation. He further suggested that it would be well for Mr. Woodward to proceed at once to make the gift, in order that he might, while living, see that the money

was used in accordance with his plans and desires. This was approved, and the result was the Woodward High School. Mr. Lewis was appointed one of the trustees of the fund, to serve for life.

In 1837 during a sort of educational revival, the office of State Superintendent of Common Schools was created by the Ohio Legislature and Mr. Lewis was chosen to fill it for one year. At the end of this year he was elected for five years, but at the expiration of two years he resigned. He had labored and struggled with the courage of a hero, the high spirit of a zealot, and the remorseless energy of a steam engine. As some one said of Lord Roseberry: "He attempted to drive reforms abreast instead of tandem."

Mr. Lewis perhaps should have made haste more slowly. In his effort to inaugurate an educational millennium, he precipitated a temporary return to primeval chaos. But he did not fail. He could not fail. He gave the state a vision of better things that it could never forget. For the time being, the people were happy over their folly, and the harm done to their children. Mr. Lewis returned to Cincinnati with a clear conscience, and a purse, it is needless to say, not plethoric with the emoluments of official service.

Though the "troublesome agitator" was gone, the trials of the legislature were not ended. It had to sit in judgment on the remains. What should be done with the "job"? Various methods of disposal were suggested. Some wished to transfer the office of superintendent of schools to the state auditor; others preferred the secretary of state. The senate voted to confer it on its own clerk. The house, jealous of its prerogative, refused to concur. Had there at the time been a porter who served both branches, the plum would doubtless have fallen to him. It finally went to the unwilling hands of the secretary of state, who was given \$400 to employ a clerk to discharge its duties.

Mr. Lewis's public services had made him widely and well known, and the leaders of the party in power proffered him the nomination for governor, but this honor he declined. It was not long, however, before his convictions of duty led him into the anti-slavery cause and he was their candidate in various campaigns, and on the "stump," all over the State, he raised his voice in favor of universal freedom as he had pleaded for universal education. In none of these political battles did he win what men call success, though something higher than election to office was his aim, and therein, in the long future was his reward.

Mr. Lewis never lost interest in the common schools. Many of the laws enacted while he was superintendent remained on the statute books. Others were revived when the new constitution was adopted in 1851. That instrument vindicated his services and confirmed his title of "father of the free school system of Ohio."

C. B. GALBREATH.



DR. ASA DEARBORN LORD

There are few who have served their country in the training of its youth, more deserving of its love and gratitude than Dr. ASA D. LORD. He was born in Madrid, St. Lawrence County, New York, June 17, 1816. His early youth was passed on a farm. From his mother, who had herself been a most successful teacher, he is said to have inherited his love for study. In 1839, he accepted the position of principal of the Western Reserve Teachers' Seminary, at Kirkland, Ohio, which he held for eight years. Here his zeal, his energy, his professional enthusiasm, his interest in all who strove for something better than they had yet known, were signally displayed. He made the seminary a center to which the youth of both sexes crowded from the adjoining counties. Many of these have since occupied useful and honorable positions as teachers, cherishing with the warmest gratitude the memory of him who first kindled in their young hearts a love for the teacher's calling. Here, in 1843, was held what was in substance the first Teachers' Institute in the State.

From Kirtland, DR. LORD removed to Columbus. Here he inaugurated the first graded school in the State. He had had the system under consideration for some time, and had become satisfied that it offered the best advantages to the children of towns and villages. For his service as superintendent and as principal of the high school, he received the first year a salary of \$600, of which \$100 was contributed by a public spirited citizen.

Dr. Lord's services as editor of the "School Friend," the "Ohio School Journal," the "Public School Advocate," and "Ohio Journal of Education" are referred to in the next chapter.

For one year, his connection with the schools of Columbus was suspended, while he acted as agent of the State Teachers' Association, which he had been active in establishing.

He had, while at Kirkland, taken his degree in medicine. He now added to his other labors a course of systematic theology, and, in 1863, was licensed to preach by the Presbytery of Franklin. Those who knew him

well assert that he never intended to practice either calling exclusively. He strove to make himself thoroughly acquainted with the wants of both soul and body, that he might the better administer to those committed to his care. He made the Institution for the Blind, at Columbus, to which he was appointed in 1856, an honor and a blessing to the State. He taught its pupils valuable lessons in workshop and school-room, and thus won to his views legislators of widely different politics, who voted liberally for the erection of a building in which his plans could be successfully carried out.

After over twelve years' experience as an instructor of the blind in Ohio, Dr. Lord was given charge of the new State Institution for the Blind at Batavia, N. J., where he remained its zealous, kind-hearted, philanthropic superintendent and instructor up to the time of his death, which occurred March 7, 1875. He died beloved and esteemed by all, and the world will truly be better because it has once felt the inspiration of his life and presence.

H.

SAMUEL J. KIRKWOOD

SAMUEL J. KIRKWOOD received his early education in the rural schools, and graduated from the Indiana University. For two score years he had a prominent place among the educational men of Ohio. With success he served as superintendent of schools in Cambridge, Bucyrus and Tiffin. In 1870, at the opening of the University of Wooster he responded to an invitation to take the chair of mathematics and astronomy. For thirty-one years he was a member of the university faculty. Since 1890 he served as vice-president, an office to which, until two years ago, were attached the onerous and important duties of college dean. He was the last of the original Wooster faculty.

He stood for more than an ideal college professor. He was a constant and interested student of the science, art, and history of education. He was progressive, and thoroughly understood the functions of the school and college in our civilization. The early years of his professional career were spent in the public schools, of which he was the friend and avowed champion. The high school graduate, presenting himself at the university, naturally looked to Dr. Kirkwood for advice and sympathy. His long, unselfish service as county and city school examiner and institute

instructor kept him in very close touch not only with educational problems but with educational people. He loved to associate with public school teachers, and was a regular attendant at educational meetings. He was ever ready to suggest to worthy, bright young people the importance of higher education. He was a discriminating judge of men and always ready to help a worthy person.

Of his services in the University one of his colleagues speaks as follows: "He was ever recognized as a most efficient teacher, and many a student owes his taste for study and, consequently, his whole education to the zeal inspired by this enthusiastic and earnest teacher. He was always recognized as a friend of the students and ever their advocate, so far as his conscience would allow. He was their friend in financial difficulty, their friend in spiritual difficulty, their friend first and always; and it is doubtful if in the history of the institution there has been a man who has been the trusted confidant of so many of his pupils in matters which seldom another is allowed to know.

"Dr. Kirkwood was always recognized by his colleagues as a most valuable counselor in committee and faculty. His keen mind often saw through difficulties which befogged the intellectual atmosphere of all others, and his clear reasoning many times led to correct conclusions and right methods of procedure when the danger of error seemed imminent. Whatever the circumstances he was always just, and whatever the provocation he was never vindictive."

One who for years had been a student under Professor Kirkwood wrote: "God richly endowed him with capacity as a teacher. As such there are many now in the midst of life's conflicts who rise up and call him blessed. Memory recalls, how easily, the fine inspiration for things good, the outlook upon life, its daily event and history, the intimacy with things important for reality and usefulness, all of which came from him and through him.

Dr. Kirkwood was a man of a wide range of knowledge and of many-sided interests. He served as elder in the Presbyterian Church, and was a charter member of the Century Club of Wooster. From a sense of duty he took an active interest in public affairs and his advice was frequently sought by those who had them in charge. As city engineer he had to do with the plan for the paving and sewerage of his city. In all things he showed himself eminently a practical man. This gift gave him a high place in the confidence of all those who knew him.

But, the "summons" came, and him,
"The all-beholding sun shall see no more,
In all his course."

June 24, 1901.

CHARLES HAUPERT.



MRS. ELIZABETH W. RUSSELL LORD

Of the many educators who have attained distinction in Ohio, and at the same time acquired a lasting reputation in the educational world, probably few are better known or held in more affectionate remembrance than Mrs. Elizabeth W. Russell Lord, whose life energies were consecrated to the public service and the uplift of humanity. Her labors as a teacher and humanitarian extended over a period of sixty-five years, a greater part of the time in co-operation with her noble husband, Asa D. Lord, M.D. (deceased, 1875), one of the nation's greatest public educators, and to them, unitedly, much of the present excellence and efficiency of the public schools is due.

(For some of the facts that follow we are indebted to a sketch written by Mrs. Sarah Cowles Little, graduate of Oberlin College, 1859, and a life-long friend of Mrs. Lord.)

Elizabeth W. Russell was born in Kirtland, Ohio, April 28, 1819, her parents, who came from New England, being among the early settlers of the Western Reserve, and she shared all the experiences and hardships of

their pioneer home. When nine years old she performed a daily task on the spinning wheel, and at an age when girls of to-day are "playing mother" with dolls, she was bearing her full share of the household duties, beside being her father's companion and helper.

Her occupations gave her habits of industry and thrift, and that fidelity to duty which has been her marked characteristic through life. In March, 1838, Miss Russell went to Oberlin College, Oberlin, Ohio, as a student, traveling by stage coach, and having to walk the last eight miles to reach her destination, as the coach could not proceed farther because of the mud. At Oberlin she was untiring in her studies, and in 1840 was referred to as "the indefatigable Miss Russell." About that time the Western Reserve Teachers' Seminary was established at Kirtland, and for some years Miss Russell divided her time between that institution and Oberlin. She did not fully complete the College Course at Oberlin, but in 1901 was given the honorary degree of Master of Arts.

in recognition of her services as an educator. In 1842 Miss Russell was married at Oberlin to Asa D. Lord, M. D., and returned to Kirtland to share his work as a teacher in the Seminary, of which he was the principal, and which was a co-educational school.

Five years later Dr. Lord went to Columbus, Ohio, to establish a system of graded schools, the first in the State, and when the High School was opened, Mrs. Lord was appointed its first lady principal.

In 1856 Dr. Lord became superintendent of the Ohio Institution for the Blind, at Columbus, and his wife a teacher. Then followed nearly thirty years of unselfish, skillful educational work for the blind, first in Ohio and later in New York. Mrs. Lord's individual work was largely in the school-room, but for more than two years subsequent to Dr. Lord's demise in 1875, she served most ably as superintendent of the New York Institution for the Blind, at Batavia. Without doubt she has instructed more blind persons to read than any other in the world, and these blind pupils remember her motherly sympathy with the deepest affection.

In 1884 Mrs. Lord responded to a call from Oberlin College to serve as Assistant Principal of the Woman's Department. From 1894 to 1900, when she resigned, she was known as Assistant Dean. During these sixteen years she did not once miss attendance upon the weekly meetings of the Young Women, called "general exercises," and her record of attendance upon daily chapel prayers was almost as perfect. Among other things in her resignation, which the trustees were regretfully forced to accept, Mrs. Lord said: "My work has been a continual pleasure and delight. * * * In all my relations with our young people it has been my aim to do for them whatever intelligent and judicious parents would wish to have done for their sons and daughters while absent from their own care."

Mrs. Lord's interest in Oberlin has had material expression in various substantial gifts, — notably scholarships, and a large share in the cottage which bears her name. But her best gift to Oberlin is her own life, given without stint, with utmost faithfulness, so many years. The hundreds, yes, the thousands of young people who have felt the touch of that life, have had an example, seldom equalled, of kindness and courtesy, of modesty and loyalty, of promptness and fidelity

to duty whatever cost to herself. Her gracious presence was a benediction, her daily life an inspiration.

Advancing years have called Mrs. Lord to lay down the more active duties of a long life, but age has not touched the heart that beats a warm response to every human interest. She is now enjoying a well-earned retirement in the pleasant home of her daughter, Mrs. Henry F. Tarbox, of Batavia, N. Y.

HORACE MANN

HORACE MANN was born in Franklin, a seacoast town in Massachusetts, on May 4, 1796, when the United States was but twenty years old. The town was named for Dr. Benjamin Franklin, who, it is said, intended to acknowledge the compliment by the gift of a church bell. But, on reflection, as he put it, "from what I have learned of the character of the people, I think they would prefer sense to sound," he gave the new town a library. Those little "town," "ladies," "social," and "ministers" libraries, located in the center of these New England towns, explain a great deal in the life of their foremost men and women in the first half century of the nation. Like so many another boy, hungry and thirsty for knowledge, young Horace read the town library through, and declared: "Had I the power, I would scatter libraries over the whole land, as the sower sows his wheat field."

Until the age of fifteen young Horace "had not a happy childhood." The family was on short rations, and the boy says of himself, "I believe in the rugged nursery of toil, but she nursed me too much." In winter he was shut indoors, braiding straw, by which he bought his own school books, and in summer was turned out to severe work on the farm. He wrote, later in life, "Train your children to work, but not too hard; and unless they are grossly lethargic, let them sleep as much as they will." But he did learn to work so that industry became a second nature. Until fifteen he had only from eight to ten weeks a year of the district schooling of the town. And it was a meager diet to which his hungry and thirsty soul was invited. If the secret of education is, as he declared, "the love of knowledge, not the love of books," he was, indeed compelled to live on hard mental fare. The only schools he knew were a perpetual grind of memorizing schoolbooks that were

often apparently written to conceal rather than to reveal the secrets even of the elementary "three R's." There was no attempt at oral teaching; even an intelligent explanation was often above the capacity of the village pedagogue. The discipline was the logical outcome of the preaching in the church; both a fair representative of the belief of the influential majority. "Sitting still," with an almost impossible obedience to the arbitrary will of the schoolmaster or mistress, and a correct verbatim recitation from a dry and dusty schoolbook, was the order of the day. Drawing, now a compulsory study in every common school in Massachusetts was a forbidden amusement; generally discouraged by a smart rap on the knuckles of the budding artist, who had his revenge through that marvelous implement, the boy's jack-knife, which left its imprint on every schoolroom bench till the temple of knowledge seemed almost in peril of being whittled out of existence; while every board fence, barn side, and granite boulder was decorated by an uncouth and often indecent protest against the schoolroom tyranny.

It needed a mighty intensity of purpose behind a native longing for knowledge to carry such a sensitive, ambitious, and conscientious boy unharmed through the perilous years from five to fifteen. But he went through and came out unscathed. At fifteen he says of himself, "I would as soon stick a pin in my flesh as through the pages of a book." There was no "dog-eared" or scribbling on the fly leaves of the few books he had earned by his winter's straw-braiding and summer toil. His reverence for knowledge was like a religion. "I urged on a young lady who had studied Latin as a sort of goddess." He came up in an era of coarse animal indulgence, neither drinking strong liquors, swearing, nor using tobacco. His "boyish castles in the air had reference to doing something for the benefit of mankind."

Horace Mann was to the last a Puritan of the Puritans; as he declares, "a man with a liberal creed and Calvinistic nerves." Like the majority of bright boys and girls of the day, he became a schoolmaster in the district school, where he taught several years before entering college and during his college vacations. He "fitted" for Brown University, in six months, under a Mr. Barrett, apparently his first real teacher, and entered Brown as sophomore at the age of twenty.

But his new Jordan was a weary road. His poverty was extreme. He writes to his

sister, "A long time since, my last sixpence bade farewell to its brethren." But he studied and got at money by all the ways best known to the struggling student of eighty years ago. He writes to the favorite sister, "In your next letter put in some sentences of mother's, just as she spoke them. Let her say something to me, even if it be a repetition of those old yarns—I mean if it be a repetition of the good, motherly advice and direction, all about good character and proper behavior and straightforward, narrow path conduct, such as young Timothy's in the primer."

After graduation he spent a while in Brown University as tutor in Latin and Greek, and thence went at the age of twenty-five to the law school at Litchfield, Connecticut. From this school he passed on to a law office in Dedham, Massachusetts, was admitted to the bar and began the practice of his profession in that town.

Living in Dedham for ten and in Boston for fourteen years, until the age of forty-one, Horace Mann was known as a successful and very able young lawyer and a rising politician. His exacting and almost fastidious sense of justice kept him aloof from any law case that did not commend itself to his conscience, and in consequence he won four of every five he undertook.

His unique faculty of public speech rapidly developed. In his argument in court he always "endeavored to give each member of the jury something that could be quoted on his side in consultation." Few of our most effective American public speakers have achieved his remarkable power of condensing the gist of an argument, or compressing the central idea of a theme into one epigrammatic sentence. And although this faculty of brilliant, epigrammatic sentence making is doubtless, as in Lord Macaulay, a literary defect, yet it stood the great educator well in hand while, for twenty-two years, he faced all comers, hurling at his throng of opponents his tremendous sentences, each like an explosive shell cast into the heart of a hostile camp.

In 1824 he attracted the attention of John Quincy Adams, then in the full splendor of his latter-day service in the House of Representatives in Congress, by a Fourth of July oration at Dedham. In 1827, at the age of thirty-one, he was elected from Dedham to the legislature of the State. For the next ten years he was greatly absorbed by his political duties.

He removed to Boston in 1833, at the age of thirty-seven: lived, slept, and ate, in his law office, toiling sixteen hours a day. This prodigious strain upon all the functions of life for twenty years had already broken the spring of a physical constitution of wonderful tenacity, and at the age of forty-one he seemed on the point of a final collapse of health. All this time he was laying up treasure in heaven through the friendship of a group of men every one of whom became in his own way a marked character in national affairs.

Charles Sumner was just emerging from his somewhat protracted lingering in the de-

lights of scholarship and foreign travel into the great service in the cause of freedom that ended only with the close of the civil war. Jonathan Phillips, Edmund Dwight, and George Darrow were fine types of the eminent citizenship in which the New England cities have always been so rich—men of affairs who make leisure days and nights for the building of a city which shall be "set on a hill and not be hid." Of a lecture by Ralph Waldo Emerson he wrote, "It was to human life what Newton's Principia was to mathematics," although Dr. Walter Channing, who sat by his side, said it made his head ache. But, apart from the admiration and reverence for superiority everywhere, which is one of the most certain tests of genius, it is hardly possible that Horace Mann could ever have deeply sympathized with the new transcendental philosophy then in favor with a large section of the cultivated class of Boston, contemporary with the great revival for popular education and liberal thinking in religion of which Mann and Channing were the leaders.

But the time had come when it was somewhat of a problem what to do with Horace Mann; his relentless habit of forcing every man up to a moral standard; a moral policeman bringing the face of every prisoner under the glare of an electric light; his inveterate habit of taking no thought for his life, so that the cause then on his mind had free course to run and be glorified; his terrific power of public speech joined with a singular magnetism for a large class of influential men; all marked him as one who in public affairs would be an unmanageable factor, not to be put aside.

His place was found when on July 1, 1837, Horace Mann assumed the duties of the board of education of Massachusetts and began a career of twenty-two years, memorable in the history of a State and nation. Here were a character and career which have never been quite appreciated and never sufficiently honored by those who, by their position and culture, would be expected to hail his coming as "a man of God sent from heaven."

It may be thought a strange thing that this man, to whom apparently lay open the most flattering prospect of a public and professional career should have turned his back upon them and gone to this untried and doubtful position. The task seemed incomparably great. The salary was but fifteen hundred dollars, and no clerical aid, but the man shines forth in: "I have a faith strong as prophecy, that much may be done."

He mentions with apparent surprise that, "with the exception of Dr. Channing, every man inquired about the salary and the honor of the station." The new movement of which he was the head had been born in a manger; there was no room for it in the inn. The old Bulfinch statehouse had no corner where the greatest educational statesmen of America could be given a chair and desk. He had a modest office on Tremont street, not far from the old burying grounds where lay the bones of the fathers of the Commonwealth, and

there he lived and worked like a dray horse until his second marriage gave him a home.

His first official month was passed in a country retreat with a pile of books, thinking out a way to begin. Searching the records he noticed that the educational movement proceeded from the Massachusetts Bay Colony. Of the Plymouth colonists: "Schools seem to have occupied very little of their attention."

The fact is that the New England idea of education, from Harvard College down to the district school, was of purely British origin; it was the attempt of the most intelligent section of the British Liberal party in church and state to plant in the vigorous soil of a new world the university and free school from which they had drawn their own inspiration at home with an extension of the opportunity to spread the feast of knowledge before the entire people of the colony. The fighting property of the new secretary, which to the end was the breath of his life, appears at once. "I will avail myself of the opportunity to recommend some improvements and generally to *apply a flesh brush to the backs of the people.*"

[Of Horace Mann's service as Secretary of the Massachusetts Board of Education and those wonderful annual reports, and his somewhat stormy career as representative in Congress nothing can be given here.]

On April 15, 1852, the crisis came. Mr. Mann was nominated by the "Free Democracy" of Massachusetts for governor of the State. He received the offer of the presidency of Antioch College, Ohio, on the same day. He accepted the latter office without hesitation. This decision finished his political career. For the coming years of his life he was plunged heart and soul in his crowning work, which may well be styled the revival of the Western American college.

That he accepted the offer of the presidency of what was then a new Western college with joy and found in its contemplation a new lease of life can not be doubted.

There was much to attract Mr. Mann to this new field of labor in the West. Antioch College was established by the religious denomination of Christians, then a numerous and growing body, especially in the region commanded by this its first institution of the higher learning. Yellow Springs, Clark County, Ohio, was then a rural hamlet, clustered about a well-known summer resort, in a beautiful and fertile quadrilateral, inclosed by the Ohio, the Miami, and the Mad River, 60 miles north of Cincinnati, between the present flourishing cities of Springfield and Xenia. It seemed almost an ideal situation for the college, which its new president beheld in vision as he set his face toward "the great West." The institution was situated almost in the center of the most densely populated portion of the three Western States—Ohio, Indiana, and Kentucky—and perhaps more central to the constituency he hoped to attract than any locality beyond the Alleghanies. Good living was very cheap, the climate genial, the natural conformation of the country attractive by its scientific interest

to the geologist and the botanist, easily accessible to the city of Cincinnati, still, in 1853, the center of culture in the vase region beyond the mountains.

It had been decided that the college should be co-educational and with not distinction of race, in these respects perhaps the only considerable foundation of the higher education in the West, save Oberlin, Ohio, which had taken that position. It had also "broken the record" as the first of the important Western denominational colleges that had elected a layman to the office of president. It had "struck twelve" by inviting the foremost common school educator in America, despite his political entanglements, to what must necessarily be very largely the personal administration of a new experiment, and he had been permitted to bring several teachers of his own selection and to inaugurate his own method of college instruction and discipline.

The present system of free high schools was then hardly established in the West out of the cities, and the majority of the academies and colleges of all these States of the North and Southwest were strictly sectarian and generally in no respect of high reputation. The rising University of Michigan was the only State university in the Northwest that had attracted the attention of the educational East. Never before or since has there been a more interesting opportunity to establish a college of the higher grade of scholarship, free from all the trammels and tradition that still bound the higher education of the original thirteen states in allegiance to the old British ideals.

All this Mr. Mann appreciated. His twelve years of service in the revival of the common school in New England had trained him in the advanced ideas and policy of the elementary, secondary, and normal school. His four years of service at Washington had made him thoroughly acquainted with the progressive and energetic spirit of the Northwest and its desire for a higher and broader type of college and university life than had hitherto prevailed. He was always unmindful of pecuniary reward, though always ridden by an almost fanatical sense of public and private pecuniary obligation. He probably was not sufficiently informed of the fact that the obstacles to such an enterprise as that in which he was now embarked were necessarily greater in the new than in the older section of the Union. He went forth to the closing five years of his glorious career, which, despite all the disasters and discouraging features in the material welfare of Antioch, was perhaps as memorable in its relations to the system of the higher education in the West as his earlier and more public work to the common school in New England.

He found the progressive people of the West and Southwest ready to welcome him to the leadership in the revival of the higher education in the states tributary to Antioch. He was inaugurated as president in October, 1853. His inaugural address, of which Thomas Starr wrote him from Boston, "There is vitality enough in your inaugural

to make a college thrive in Sodom," was delivered to an enthusiastic open-air assembly of three thousand people. Standing on the front steps of the main college building, the already venerable president received a gift of three Bibles for the use of the different departments, and in reply set forth in eloquent and significant words the idea of the founders of the institution, on which hinges the entire history of the higher Christian education in the Republic.

His original plan included a thorough department of pedagogics for the training of teachers, the preparatory classes being utilized as a general practice school. This arrangement would have placed Ohio at the head of the West in this great reform. More than one thousand young people applied for admittance during the first year, representing all the Western and Southwestern States, with a strong contingent that had followed him from the Central States of New England.

But from the first the new college bore within itself the seeds of financial ruin. Like so many of the new schools of the Western and even the older Middle States at this period, it had been established on the financial "delusion and snare," a numerous body of holders of "scholarships," each of whom had a vote in the election of trustees.

This is not the place to rehearse the melancholy history of Antioch College during the few years of the presidency of Horace Mann, notably the years when it stood up beyond the Alleghanies as an object lesson in the revival of the higher education. Suffice to say that, after herculean efforts, the president for more than a year receiving no salary, the impending failure came upon it in 1857. This crisis was "tided over" until 1859. A new board of trustees was chosen, undenominational in its character, though with a generous recognition of the original Christian constituency. Mr. Mann was re-elected president, and, had his life been spared, the prodigious educational success of Antioch College would for the first time have enjoyed the solid foundation of a reliable financial establishment.

A. D. MAYO.

ALEXANDER H. MCGUFFEY

ALEXANDER H. MCGUFFEY was born in northeastern Ohio, near the border of Pennsylvania, August 13, 1816. His parents, of Scotch extraction, as the name indicates, were cultured and refined people. The result of the intellectual atmosphere of the McGuffey home was first seen in the career of Alexander's elder brother, the Rev. William McGuffey, who, in 1835, was the President of Miami University, and afterwards became Professor of Philosophy in the University of Virginia. It was this brother who assumed charge of his education, when Alexander was but nine years of age. His naturally brilliant powers developed rapidly under such guidance, and at the early age of sixteen, he was graduated from Miami. Within a few years, and while still remarkably young for the position,

he was called to the chair of Ancient Languages in Woodward College. This call brought him to Cincinnati, where he resided until his death, June 6, 1896. He soon became, and remained for life, a member of the Episcopal Church.

In these early days, teaching offered neither the prospect of rapid advancement nor the opportunity of gaining even a moderately large income, so that it is not surprising that Mr. McGuffey abandoned his position in the Woodward College for the ampler field of the law. He was scarcely twenty-one years of age when he was admitted to practice, and began his career of almost sixty years as a useful and honored member of the Cincinnati bar. The Hon. J. D. Cox, in a Memorial read before the Trustees of the Cincinnati College says of Mr. McGuffey as a lawyer: "His tastes led him to seek the quieter walks of business, and the greater part of his life was spent in chamber practice as a counselor, especially in the management of trusts and the settlement of estates. He was methodical and extremely accurate, conducting business with systematic thoroughness. In arguments he was logical and keen rather than oratorical, and took pleasure in the analysis of strictly legal questions rather than in appeals to a jury."

Mr. McGuffey's life is of special interest to the teachers of Ohio through his connection with the famous series of McGuffey Readers and with the McGuffey Speller. This series of text-books of elementary English study was planned by the pioneer publisher, Winthrop B. Smith, but was compiled by President William H. McGuffey of Miami and Alexander H. McGuffey of Cincinnati. The Fifth Reader, which displays the results of a remarkably fine taste in English Literature was entirely Alexander's work. Nor is this work the only evidence of Mr. McGuffey's wide acquaintance with the masterpieces of classic English and of his wonderful memory for the pearls of English thought, for his conversation was ever adorned by ready quotation of humorous, pathetic and poetically beautiful passages of the English masters. This usually reserved man would glow with enthusiasm as he drew from the storehouse of his memory the burning words of some author to most men a mere name.

As serving his city in a public capacity, Mr. McGuffey will chiefly be remembered for his long connection with the Cincinnati College. A charter was granted to this pioneer institution of higher learning in Cincinnati about the year 1819. From its start Dr. Daniel Drake was president and did all that a man of energy and culture could do to make it the foundation of a great college. An admirable faculty was gathered to the support of the college, but the fact was soon discovered that students' fees alone are inadequate to keep in healthy life a college in the true sense of the term. Misfortune added its destroying hand. Twice the building was greatly damaged by fire, and the trustees gave it—all that was left of the college—into the

hands of the mortgagees. It was in these circumstances that Mr. McGuffey became, in 1845, the secretary and treasurer of the College Trustees. He immediately began a heroic attempt to redeem the property and save the still existing Law Department. After managing the property for several years, as similar property has seldom been managed in Cincinnati or in any other city, Mr. McGuffey was able to hand back the building, freed from incumbrance, to the College Trustees. Until his death he continued to direct the affairs of this well known Cincinnati landmark and, by renting the spacious hall at reasonable rates for lectures, made it, so far as might be, of educational value to the city. When an attempt was made, through legislative enactment, to take the property from its trustees, the books, put in evidence, showed that Mr. McGuffey had received no other remuneration for his services than the most modest fees for collecting rents.

When the Cincinnati Art School was planned, Mr. McGuffey's prompt offer of accommodations in the Cincinnati College building was of no small help to the project. Indeed, every unbiased fellow citizen recognized in Mr. McGuffey a disinterested friend of higher education. Among the institutions, unconnected with the Cincinnati College, that sought his services were the McMicken University and the Miami Medical College. He was President of the Board of Trustees of the latter for many years, and was a Director of the University as long as he cared to retain the position.

Alexander Hamilton McGuffey was the kind of man whom it is good for a city or for a state to number among her citizens. His sterling honesty, his untiring energy and his unswerving pursuit of higher things form an example for the young men of city and state that should not fail of a lasting influence for good.

PROF. BISHOP.

WILLIAM H. MCGUFFEY

The name of Dr. MCGUFFEY has been made familiar to hundreds of thousands, perhaps to millions of people by the series of school readers that he compiled. Probably no other series of books ever published has had a wider or more wholesome influence. Yet, strange to say, the history and character of Dr. McGuffey himself are but little known.

He was born in Washington county, Pennsylvania, September 23, 1800. While he was still a child his parents removed to Trumbull county, Ohio. No data concerning his early life are available, but the conditions in Ohio at that time and the fact that he was nearly twenty-six years old when he graduated from college, seem to justify the inference that his youth was spent in labor, probably on a farm, and that he prepared for his college course mainly after he was twenty-one years of age. To complete his education he returned to his native county and entered Washington College at Washington, Pennsylvania. He always

accounted it one of the fortunate events of his life that he here came under the influence of Dr. Andrew Wylie, the president. President Wylie took an interest in him and befriended him; but it was Dr. Wylie's force and independence of mind and elevation of character which most deeply impressed him.

It appears that his college course was interrupted for a year, during which he taught school at Paris, Kentucky. While he was teaching in Kentucky, he became known to Dr. Bishop, the president of Miami University at Oxford, Ohio; and so favorable was the opinion of him which Dr. Bishop formed that in March, 1826, before he had received his baccalaureate degree, he was elected professor of ancient languages at Miami University. That institution had been in existence less than two years, but it had already gathered a few strong men in its faculty and a few students of more than ordinary minds. But Dr. McGuffey, young as he was, at once took rank as one of the best of its teachers and won the admiration and homage of its students. In 1832 he was transferred to the chair of mental philosophy, which he retained for four years. With no preparation except that which he received at the hands of President Wylie during his undergraduate course, and, possibly, some private reading during the subsequent six years, he assumed the duties of instructor in one of the widest and profoundest departments of human thought. In our day the value of special training and extensive courses as a preparation for teaching elementary students is greatly overrated. For beginning, a teacher's best equipment is simplicity and directness of thought, clearness of statement, and aptness in illustration. These qualities, Professor McGuffey possessed in an unusual degree. At that time, and for several years at least, he adhered to the Scottish philosophy, Brown being his chosen author in psychology and ethics. But he read widely and critically and thought for himself; so that his class-work was always fresh and stimulating. His ablest students, no matter what distinction they attained in later life, never outgrew the conviction that he was an able teacher. On the contrary, their subsequent growth only led them to place a higher estimate on his ability.

In 1829 he was licensed as a preacher in the Presbyterian Church and from that time became a public speaker. The uniform testimony is that in the pulpit and on the platform he was singularly effective. Perfectly unassuming in manner, he was so clear in thought, so simple in language, so attractive in manner, that the crowds which gathered to hear him were held, sometimes enchained, by the charm of his discourse. He spoke extempore, and with the directness, freedom, and warmth of elevated conversation.

While at Miami University, in addition to his labors in teaching and preaching he collected and arranged the material for his series of Eclectic Readers. To an ordinary worker it is a marvel that he could have found time to examine so wide a range of sources as the selection of lessons suitable for his purpose

must have involved, and that he could have adjusted his mind to a task so much at variance with his vocation. If he began with the first of the series and proceeded in regular order, he did most of this extra and diverse labor after his transfer to the department of philosophy and while he was taxed to make himself familiar with difficult subjects which he had never taught. For it was early in 1833 that he employed B. W. Chidlaw, then a student, to copy the manuscript of the primer. Only a mind of remarkable flexibility and remarkable capacity for work could have achieved such a task under the conditions. [The sketch of his brother, A. H. McGuffey, is an instructive note at that point. *Editor.*]

He resigned his position in Miami University in 1836 to accept the presidency of Cincinnati College. This institution was without endowment, but it was thought that its location in the principal city of the west and the influence of Dr. Daniel Drake and those whom he had interested in the college, gave promise of its success. President McGuffey took hold of the enterprise with his customary zeal and efficiency. That he produced a strong impression on the public is evident. There is a tradition that during one course of lectures which he delivered the numbers who wanted to hear him were so great that some requested permission to cut a hole through the ceiling of the room in which he spoke, so that they might hear him from the room overhead.

It was during his connection with Cincinnati College that he completed an arrangement with Winthrop B. Smith to publish the Eclectic Readers.

He remained here but three years, having been elected in 1839 to the presidency of the Ohio University at Athens. He was now at the zenith of his powers. He brought to his new position a mature and experienced mind, scholarship of a high order, a wide reputation both as a teacher and as an administrator, and an exceptional power to influence men.

By his students at Athens he was soon regarded as a great man. Nearly all of them, perhaps all, are now dead; but they carried to the end of their lives a profound respect for his ability and character. One of them, Rev. E. P. Pratt, D. D., of Portsmouth, Ohio, in a brief article written just after Dr. McGuffey's death, said: "In 1839 I returned to Athens, where he was commencing his career as president, and reviewed with him mental and moral science. He was a master in his department. In this branch (mental philosophy) I never saw his equal. He was an enthusiast in it, and he communicated much of his enthusiasm to his pupils. They loved him, and yet revered him as a father."

He soon was recognized here also as a popular public speaker. His sermons and lectures were remembered and mentioned with appreciation by citizens of Athens for many years after he had left the University.

As was to be expected, the University began a vigorous growth under his administration. Its attendance increased, its work became more vital, and its hold upon the public mind was greatly strengthened. But this

rising prosperity was overshadowed by a dark cloud. The law establishing the university provided for a reappraisement of the leasehold lands which constituted its endowment, and which comprised the township in which it is located and the township immediately south of it. The date fixed for the first reappraisement arrived about the time of Dr. McGuffey's accession to the presidency. The lessees were bitterly opposed to any increase in the valuation of the lands; but under Dr. McGuffey's leadership the trustees of the University proceeded to the performance of their duty. An injunction was sought by the lessees and the case was carried to the Supreme Court of the State. The decision of the Court was in favor of the University. But the feeling of hostility on the part of the lessees only grew more intense. Violence was threatened. President McGuffey was denounced and maligned, and at length the rage of the people became so great that they burned him in effigy.

He bore all this with quiet dignity and without any surrender or abatement of the rightful claims of the institution. But the lessees, foiled in their attempt to obtain relief from the courts, appealed to the legislature, with the result that a law was passed assuming to annul the decision of the courts and to prevent a reappraisement of the lands. This action of the legislature seemed to Dr. McGuffey to seal the fate of the university, and seeing no prospect of an increase of its scanty revenues, he immediately resigned. The act was passed on the 10th of March, 1843, and he retired at the close of that academic year. The university was suspended and remained so for five years.

Dr. McGuffey returned to Cincinnati, where he taught for the next two years in Woodward High School. His service to education was not confined, however, to his duties in the school room. He was an active and earnest champion of the public school system. He had co-operated with Samuel Lewis and others in securing the adoption of the system by the state, and he continued to use his influence to promote the organization of schools under the law.

At the end of the second year in Woodward High School, Dr. McGuffey was elected professor of moral philosophy in the University of Virginia, which became the scene of his last and longest period of service. He gave to that service his ripest scholarship and his accumulated power as a teacher and as a man. The same results followed that had marked his work at Oxford, at Athens, and at Cincinnati.

Professor Noah K. Davis, his successor in the chair of philosophy at that institution writes of him: "He impressed his students as a broad thinker, inspiring teacher, and brilliant lecturer; and their esteem is warmed by an affectionate remembrance of his genial and sympathetic character." He continued, also, to preach, and he exerted a strong religious influence in the university and surrounding community. Professor A. D. Hepburn of Miami University states that one of his first

acts after entering on his professorship at the University of Virginia was to make a tour of the state advocating the introduction of the public school system. This was probably the first appeal of this kind ever made in that state, and there was but a feeble response. But twenty-five years later, Dr. McGuffey had the satisfaction of seeing one of his own friends and former students, Mr. W. H. Ruffner, made the first public school superintendent of the state. Professor Hepburn expresses the opinion that Dr. McGuffey is fairly entitled to be regarded as the pioneer of the public school system in Virginia.

Dr. McGuffey remained at the University of Virginia till his death at Charlottesville, May 4, 1873.

In his vocation he held a double mastery. He was master of that which he taught and of those whom he taught. "He taught as one having authority." For almost half a century successive classes of students passed under his molding influence, and by them that influence has been borne into thousands of school rooms and sick rooms and court rooms, into pulpits, into the marts of trade, and into the halls of legislation; so that multitudes who never heard his voice or saw his face have unconsciously felt his power.

Besides these, there are other multitudes who have known him only through the readers which he compiled and which they conned day after day through all the years of their school life.

The child who began his school life in Ohio sixty years ago lacked many of the advantages that are possessed by the pupils of the present day; but he had the benefit of one noble and quickening power that has not been surpassed by all the boasted progress of later years. Whenever he opened his school reader and perused the lessons which this wise friend of childhood and youth had set for him, he drank from a pure and deep fountain which often became in him a well of living water. And when he came to manhood he brought to the function of living a larger conception of the meaning of life and a deeper sense of life's responsibility, because of the lessons of wisdom and morals that he learned in his Eclectic Readers. All over the West and South are men and women whose testimony would be that among the helpful agencies of their school days there was none — no book, no fellow-pupil, no teacher — whose influence was more gracious and beneficent, and none that now holds a more hallowed place in their memory than McGuffey's Eclectic Readers.

WILLIAM HENRY SCOTT.

JOHN A. NORRIS

JOHN A. NORRIS was born near Painesville, Ohio, August 10, 1835 and died January 19, 1877, after a severe illness of nine weeks. Mr. Joseph Norris, the father of the subject of this sketch, was by occupation a farmer, and came to Ohio from New Hampshire, and settled near Painesville in the year 1830. In 1837 he purchased a farm in Guernsey county,

Ohio, upon which he remained about twenty-three years. Here his six sons were reared. Farming in those early days, before the invention of reapers, mowers, and planters, and when the country was new, required an amount of labor to raise and gather a crop, of which modern farmers have no conception. Farmers who were so fortunate as to have several boys found it often necessary to put them to work as soon as they were able to handle a hoe or an axe; and only when the weather was too inclement for out-door work on the farm, were the boys allowed to attend school. And the farmers of those days whose whole life was one of hard daily toil, seldom dreamed of any other way of earning a living than by tilling the soil. Mr. Joseph Norris was a plain, industrious, well-to-do farmer, having had few advantages of education, and seeking few for his growing family. He honestly believed that education was of little value to men in his occupation, and hence he had no disposition to encourage his sons to endeavor to gain an education beyond what could be acquired in such schools as the rural districts could afford.

John, the fifth son, early manifested a love for books and study, and soon acquired all the knowledge he could obtain from the teachers of his district school. The nearest school of a higher grade than the one in his immediate neighborhood, was at the village of Newcomerstown. Here he was supported by his father for a term during the winter of 1852-1853. He continued a second term, paying for his board by working, mornings and evenings. During the fall of 1853 he attended a school at Mariaboro, taught by Mr. Holbrook, later of Lebanon Normal School. He procured his first certificate to teach school in Stark county. Young Norris had now reached a point in his education which he could turn to some service in the pursuit of further knowledge. He felt for the first time that he was independent. He taught successfully his first school and like many others, no doubt, learned much to his advantage. He entered Madison College, Antrim, Ohio, the spring of 1855, and was in attendance about one year. He was compelled by the want of means to return to teaching. While teaching he continued his studies, until in 1857, he entered the Sophomore class of Kenyon College. He graduated in 1860. During the three years that were necessary to complete his course, he was absent one year, being compelled to teach to obtain money to defray his expenses. By close application and indefatigable effort the two years he was in actual attendance in college and the year he was teaching, he succeeded in securing the honors of graduation with his class. During his college life he made few intimate friends. This was not because he was not naturally social, but because his time was too valuable.

An intimate friend and college mate wrote of Mr. Norris: "His scholarship was high but lacked that finish in details which wins class honors. This was due to his having entered the sophomore year without having followed the exact freshman course. He was

capable of success in any direction whither his ambition pointed. I think the nature of his mind, as well as the necessities of his life and his struggle for self-elevation, made Norris underrate, at least in those early days, what we call culture in the sense of classical polish and refinement of expression. He rather regretted having devoted time to the classics and did not read his Homer and Virgil *con amore*."

As a true friend and true man, Norris should be rated more highly than any one in my college experience. He was absolutely true, loyal, generous, manly, actively sympathetic and helpful. He would go through fire and water to serve a friend, was enthusiastic, undaunted, discouraged by no obstacles, and regardless of public opinion in supporting what he deemed right. This belief in him was general among all who knew him well.

After graduation in 1860, he secured the position as tutor in a family in Baton Rouge, Louisiana. The war soon breaking out he returned to Ohio, and making his home in the town of Cadiz, was made principal of the high school, and shortly afterwards superintendent.

When the call rang out for three hundred thousand men he enlisted and organized a company of infantry.

In the battle of Peachtree Creek he was so severely wounded in the leg that amputation was thought necessary.

After his discharge from the army Col. Norris was made Provost Marshal of the Sixteenth District.

In the summer of 1865, he received the nomination by the Republican party for the office of State School Commissioner, and was duly elected. Hon. E. E. White, who was then acting as State School Commissioner, under appointment of Governor Tod, was also a candidate before the same Convention for the nomination. Mr. White was well known to the teachers of the State, and Colonel Norris was not widely known. Mr. White had carried through the General Assembly several important school measures, had shown himself to be a wise and capable officer, and worthy of the confidence and support of the friends of education. They believed the nomination to be due to Mr. White. Colonel Norris not being known by the school men generally, his nomination and election was regarded as disastrous to the interests of popular education. He entered upon the duties of the office in February, 1866, with no assurances of co-operation and aid from the leading educational men of the State. But he began his work with so much intelligence, with the exercise of so much good common sense, and with so much modesty, energy, and earnestness, as at once to win the confidence and respect of the prominent schoolmasters of the State.

Before the issue of his first report Mr. Norris had quelled almost all opposition, and had secured the co-operation of the prominent school men.

In those passionate years immediately after the war, this brave soldier who had shed his

blood and risked his life for his country held his prejudices with a tighter rein than many men who had never been in danger.

He filled the position of State School Commissioner with dignity and honor to the State, harmonized and gave direction to the educational forces, infused a spirit of progress, and left us in his reports educational documents of rare excellence and value. Col. Norris was re-elected in 1868, but to the great regret of the friends of education, he resigned in May, 1869, to accept the position of Pension Agent at Columbus.

He took this step solely from the pressure of necessity, driven to it by the parsimony of the State which pays its highest executive officer in the educational field a wholly inadequate salary.

Col. Norris's career in the Pension Office crowded with perplexities for which his former experience had given him no preparation was eminently successful.

R. W. STEVENSON.

JAMES K. PARKER

The subject of this sketch was born September 22, 1817, the first of eight children. His educational advantages were above the average of his time. Boys from that log schoolhouse have since become eminent as teachers, ministers, lawyers, statesmen, poets, and teachers.

PROFESSOR PARKER frequently spoke of the impressions made on him when but eight years of age, by a noble young lady then his teacher. His mother, an educated lady from the State of Maine, and a teacher of experience supplemented the school room work.

In 1834, when but seventeen years of age, with the consent of his parents, he became private tutor in the family of a gentleman living in the Ohio valley some twelve miles above the Parker home. For the three months' service he received thirty dollars and board. This money, with five dollars sent him by his father and fifteen dollars earned in the cooper shop during recreation hours while at college, paid all expenses during five months spent at Hanover College, Hanover, Indiana, including deck passage both ways on a steamboat, and left a whole dollar in his pocket on reaching home. More teaching, more self-denial, more college training, until 1839, when he entered upon what proved to be an unusually long and useful career, in a number of cases educating three generations in one family.

Being a born Yankee, the school furniture he made was comfortable and convenient. Throughout his career as a teacher when apparatus was needed that he could not buy he often made it.

Modest and unassuming he constantly sought to improve himself, and delighted in the companionship of the learned about him. At the founding of Clermont Academy he entered an organization known as "The College of Teachers." From a bound volume of the *Western Academician*, their official organ,

1838, we find that the young principal associated with such men as the Picketts, B. P. Aydelott, Alexander Campbell, Calvin E. Stowe, and Joseph Ray. With some of these Professor Parker was on very intimate terms. He and Dr. Ray had many consultations as to the arrangement of the latter's system of mathematics. However, Parker's modesty never permitted him to speak of anything save benefit received.

I have tried to decide in what branch he was most proficient, but cannot. His success as an instructor in natural philosophy was remarkable, his profound knowledge of the various departments of science, his skill as an experimenter, his inspiring way of teaching language, and the ability of putting his own enthusiastic love of knowledge into the hearts of his pupils, made him as one among a thousand. Being a true Christian, the spiritual and moral interests were not neglected. He loved his pupils and that love was returned. We are all mourners to-day. Without endowment, save the rich hearts of his teachers, many a poor boy, without means with which to pay his way, will drop a tear in memory of his benefactor.

Work was not confined to his own school-room. He had no place for selfishness or jealousy. He may truly be called the father of the "Clermont County Teachers' Institute." At his suggestion it was organized in 1848, and under his watchful care it lived. For years he would load a wagon with apparatus to be used, and accompanied by his wife would go to the place where the Institute was to be held. It was he, who, going early in the morning to the place of meeting, would set up the clock he had taken, sweep out, dust furniture and ring the bell for the younger teachers, whom he was to instruct and who would enjoy the tidy appearance without knowing whose work it was. During those early years he asked no remuneration and received none. He had his reward, however, by seeing such an improvement in Clermont teachers that there were heavy draughts made on their ranks for men and women fitted to fill places of trust and honor and the improvement of the schools of the county. Many of these teachers were his own intellectual children.

Each of the other professions has been honored by Clermont Academy students. For years, the only county building at Batavia without a sample of this man's work, was the jail.

That which was most prominent in Professor Parker was his conscience. An steamboat captain, who made men his study, years ago said to the writer: "I never knew but one man who lived up to his conscience, and that was Teacher Parker."

J. H. BAKER.

ALBERT PICKET

All that is here given in reference to ALBERT PICKET, is gathered from incidental references to him in educational periodicals.

The labors of such a pioneer deserve a minute description but unfortunately the materials are not at hand.

He began in New York City, in January, 1811, a periodical called the "Juvenile Monitor, or Educational Magazine." It is believed to be the first periodical of the kind published in the United States. It did not enter upon the second volume. In February, 1818, he, with J. W. Picket, started in the same city the "Academician" which was equally short-lived.

Through the exertions of Albert Picket and Alexander Kinnmont, in 1829, there was organized in Cincinnati, the Western Academic Institute and Board of Education, from which originated the famous Western Literary Institute and College of Professional Teachers, before which, in 1834, he delivered the opening address, on the objects of the Institute. He afterwards delivered addresses and reports as follows; in 1835, on "Education;" in 1836, on "Parents, Teachers, and Schools;" in 1837, on the "Formation of Character in Individuals;" in 1838, on "Reforms in Education;" in 1839, on the "Qualifications of Teachers;" and, in 1841, on the "Want of Education." When in Cincinnati, he was principal of the Cincinnati Female Seminary. He afterwards became a resident of Delaware, Ohio, and in July, 1850, at the meeting of the Ohio State Teachers' Association, in Springfield, there was presented by Mr. Williams a report prepared by Mr. Picket, on "Teaching Reading."

The following is found in the Ohio School Journal, of September, 1848, edited in Columbus, Ohio, by Dr. Lord (Vol. 88, page 138): "Albert Picket, Senior, for many years Principal of the Manhattan School in this city, one of the most efficient and enterprising teachers of our country, is still living at Delaware, Ohio. This gentleman now in his 79th year, taught half a century, and was always twenty years in advance of the majority of the profession. He always acted well his part, and he is still quickening and comforting those who labor for the cause of education. Teachers' Advocate (N. Y.)."

"We rejoice to meet, from the scene of his former toils, this just tribute to a veteran teacher. It has been our privilege, in addition to occasional correspondence, to enjoy the privilege of several cheering interviews with 'Father Picket,' as he is affectionately and reverently styled here in Ohio, and, last autumn, to labor with him for a week in the instruction of a class of some hundred teachers.

"It is a matter of gratitude that he is permitted to spend the evening of his days so quietly and pleasantly in the family of a beloved and affectionate son. But, as he looks back upon his life, what unutterable emotions and what varied recollections must throng the echoing chambers of his soul! 'He taught for half a century!' and during that time laid his forming hand, as it were, upon some thousands of opening minds. In each and

all of these minds, he awakened emotions, kindled aspirations, developed energies, and into all instilled principles, to which, but for him they might forever have been strangers. And these minds still live! They are not of the perishable material upon which the architect, the painter, or the sculptor, lavishes his labor and skill. The emotions awakened continue to thrill them; the aspirations kindled, to elevate them; the energies developed, to propel them; and the principles instilled, to guide them onward through time and through eternity.

Many of those on whom his forming influence was exerted, and to whom his instructions were imparted, are now filling important and responsible stations in life, and are in turn exerting a controlling influence in the formation of those who are to succeed them upon the stage; others have passed from earth, but, whether in this or the unseen world, they still live, and the impressions made, and the influences exerted upon them, have done their work toward forming the characters they now possess, and which they will be likely to retain while canvas shall moulder and granite and marble crumble to dust. But perhaps one of the most interesting reflections which arise in the mind of the faithful teacher, on a review of his labors, is, that among all his pupils he has not a single enemy. Let others wear laurels and receive plaudits of mankind, but give me the retrospect of the famous teacher." H.

DR. JOSEPH RAY

The name of DR. JOSEPH RAY is held in grateful remembrance by many for his works on algebra and arithmetic, which robbed mathematics of its terrors for the young beginner. He was born in Ohio county, Virginia, in November, 1807, and evinced from early youth great fondness for study, and an earnestness of purpose which supported him under many discouragements. He entered Washington College, Pa., supporting himself by teaching at intervals, but left without taking a degree.

Turning his attention to medicine, he graduated from the Ohio Medical College, Cincinnati, but in October of the same year entered upon the profession of teacher, and adhered to it through life. Henceforward, his history as teacher is bound up with that of Woodward College, afterwards Woodward High School, first as professor, and afterwards as president, which office he held at the time of his death, in April, 1856.

In all these years, Dr. Ray was prominently identified with the leading teachers of the State and the great cause which they had at heart. He was rarely absent from the meetings of the State Teachers' Association, and in 1852 was elected its president.

H.

CHAPTER XXXI

BIOGRAPHICAL SKETCHES (3)

BIOGRAPHICAL SKETCHES (3)



ANDREW J. RICKOFF

An address by Dr. W. T. Harris.

When the earthly career of one of our friends or one of our fellow citizens has ended and we are assembled to perform the last sad rites that testify our respect for the departed, there comes to us a throng of memories and we see him as he lived and worked among us. His ideals and aspirations, his labors for the good of the community, his sufferings from the selfishness or misunderstanding of his contemporaries, his victories or defeats and his fortitude, his magnanimity, and his resources, come again before our minds in long procession, consoling us for our loss and soothing our bitterest grief.

So it is here to-day with the numerous citizens of this city where **DR. RICKOFF** worked for the fifteen best years of his life; so it is with the teachers who taught those schools under his supervision and were inspired with his counsel; so it is again with us who in the same profession labored in

different and far off fields, but met him from year to year at the state meetings held for conference and discussion of educational problems.

We cannot help feeling grief at our loss of his living presence among us but we find consolation in the memory of his career and in the fruits of his deeds, which are still with us and enter helpfully into much of what is best in our present endeavors.

Dr. Rickoff came into the work of Superintendent of Schools at the beginning of the second period of city schools in this country. It was the period of the great revival led by Horace Mann and his co-workers; the era of the introduction of skilled supervision and the organization of school systems.

Before that epoch there had been schools but they were not organized in such a manner as to make progress. There was no one to collect from each school its good inventions and carry them to other schools so that all could profit by the discoveries of each. The second superintendent was needed for this function. The superintendent could detect the appearance of new and better methods, new devices that prevented the waste of power on the part of teacher and pupil and he could by private conversation and by public conference expound good methods or the good devices and show how to secure them and how to make them work successfully.

Hence there came to be a body of doctrine on the theory and art of managing city schools. Simple regulations could now be made which excluded the possibility of long-endured evils in instruction and in discipline.

Hitherto each school had worked by itself in isolation and consequently had developed extremes of pedantry in methods of instruction and harshness or even cruelty in modes of discipline.

The instruction was mostly a mechanical affair. Memorizing of the text-book without mastering its meaning, obedience to school rules, not from good will and insight into their reasonableness, but solely from fear of flogging, this was the staple of the city school of the first period, say from 1800 to 1850. Indeed, nothing better could have been expected, for the city school was then new because cities were new and furnished new problems.

In 1800 only 3 per cent of the population lived in cities of 8000 inhabitants and over. The schoolmaster of a one-room school with only thirty pupils could govern it with mild discipline if he possessed force of character. When he came to have a large school of two

hundred pupils all seated in one room for study and sent into class rooms for recitation to a half dozen of assistant teachers, the work of the master to preserve order necessarily became increased disproportionately and it required men of strong character who could use heroic measures.

The management of city schools drifted into the hands of bosses — often, very often of mere bullies, who kept order through cruel punishments but who could not teach much, for they did not know much. They made up for their lack of knowledge by a stern and unyielding dogmatism.

The new era in city schools began with feeble beginnings after the famous dispute of Horace Mann with the Boston schoolmasters. It was powerfully helped by John D. Philbrick who superintended the Boston schools for twenty years. He made discoveries in organization which made the discipline of city schools far easier than before. Smaller rooms seating only fifty pupils each and presided over by a single teacher, restored the personal influence of the teacher and gradually banished the police system and the rod from the public school.

But the method of instruction did not change so rapidly even in Boston. More progress was made in the west and especially in Ohio. Dr. Andrew J. Rickoff was the greatest pioneer in the movement towards bettering the methods of instruction.

Five days ago, Col. Francis W. Parker, a man of genius in the improvement of school devices that increase the self activity of the pupil, and who has gained national reputation for the success of his work in training superior teachers, said to me in substance: "Andrew J. Rickoff is the founder of the new and better method of instruction. I have said that I learned from him what I know of the new education."

Dr. Rickoff's career as a teacher is, when understood, a new revelation of Christianity now made especially to the school. Two thousand years ago it had come to the world in general terms. God himself so loved the world that he sent His only begotten Son to reveal His true nature of loving-kindness. The divine in his very person was ready to take on humanity and suffer the worst of deaths for the sake of imperfect and sinful mortals. The Highest died for the lowest. For Mount Sinai and its thunders, for the reign of law and the decree of death the new dispensation brought the vicarious atonement, the glad tidings of peace on earth and of good will to men. This great lesson has been penetrating human society for two thousand years and civilizing one ordinance after another. It reached the school in the great epoch of which I have spoken and in which Andrew J. Rickoff bore so conspicuous and noble a part, for he was pervaded with love for the children and he sought unweariedly to introduce methods of development from within, in place of harsh methods of compulsion from without.

The spirit of the school has changed in fifty years so much that it is possible now to

govern a school by the mildest of means, while in 1850 what was then called "governing" a school meant government by force.

Dr. Rickoff developed his theory of a new education in which the new dispensation of God's government should take the place of the old, partly in the work of conducting a private school and privately in the conduct of entire systems of city schools in Cincinnati, Cleveland, and in Yonkers (a suburb of the greater New York), constant progress was made in the improvement of instruction under him by which pupils could be aroused to study through their own interest and to push their investigations into the meaning of what they learned with that spirit of inquiry which promised to make them students through life.

It was in the epoch of Dr. Rickoff's stay in Cleveland that the superintendents of the larger cities of the Northwest formed what was called a "Round Table" for the purpose of studying the work in the several cities represented and for the discussion of the ideas on which the work was founded. This was one of the most profitable of school conferences ever held. Dr. Rickoff held a high place at that Round Table by reason of his immense experience, his great practical skill in solving educational problems and by the charm of his personality.

In his later career Dr. Rickoff was seconded and assisted by his enthusiastic wife who devoted herself to the methods of instruction in the primary school.

In the family, as in the school, and as in the society of his friends, Dr. Rickoff was ever the kindest and gentlest of men, the tenderest father, the best of neighbors. I never knew that he had a single enemy, I think that he was beloved of all.

The significance of his life appears in stronger lines if we place it on the background of our National life. We are solving the problem of local self-government. We never could achieve that solution if we depended solely upon police and a system of spies. We can solve it only by a system of development of public opinion and the participation of all the inhabitants in that public opinion.

Such a public opinion requires the newspaper for its creation and diffusion. Again the newspaper requires the universal diffusion of a knowledge of the printed page. Not only must all read but all must read day by day the events of the world and the opinions of their fellowmen on those events. All help to make the verdict of public opinion and all are governed by that verdict when made. Even governments that are well nigh despotic in their form of organization are forced in our day to watch public opinion as it is revealed in the newspaper and follow its behest rather than appeal to the decision of war.

Is not this a movement toward a realization of a new phase of Christianity? Reason and not force is gaining its hold on the helm of the world. But the public opinion of the nation cannot penetrate an illiterate community. It learns too late that it has appealed to force against an overwhelming odds.

In the newspaper civilization not only the statesman but the humblest citizen reads the decision of a great issue as it were on the sky in great blazing letters—as it were a Belshazzar's vision, weighing it in the scales of public opinion and proclaiming it to the world before it comes to the test of war.

Dr. Rickoff has helped his community and his nation in making the school of the city into a great instrumentality that fits the citizen for a government of and by public opinion.

We his friends who stand around his bier regret our loss of his personal presence but we rejoice that he has fought a good fight and lived a life of faith in the new dispensation.

I love to quote the words of the prophet Daniel at the grave of a great teacher.

"The teachers shall shine as the brightness of the firmament and they that turn many to righteousness as the stars, forever and ever."

Superintendent Jones said: "It is barely appropriate that I speak on this occasion since my acquaintance with Mr. Rickoff was more largely professional than personal; and yet I am glad to add a tribute to the profound character which he exhibited in the work to which he devoted his life.

"As a student of his educational work, embodied as I found it in the schools and in his written reports, I came to think of him as endowed pre-eminently with three great characteristics.

"First—An insight into principles of conduct, character and action far ahead of his time.

"Second—Unusual power of organization and direction.

"Third—The highest degree of moral courage.

"It required all these powers for the management of the great questions which came to him in his time of service. As Dr. Harris has so well indicated, there were no types which he could follow in the organization and the conduct of a system of city schools. There were no city systems west of the Alleghenies, and those of New England were so given up to formalism that he must needs strike out on a new line. Thus he showed very clearly the insight which he had into what would be in the next few years the real development of city systems of schools. He was really never a great debater—he was a great worker. He wrought himself into the schools which he served and he worked his enthusiasm into the characters of those who served with him. He took up the schools of Cleveland when the teachers numbered one hundred and fifty. When he left, there were four hundred and seventy-three teachers. Of these, one hundred and nineteen remain until this time in the service of the public schools. Their devotion to their work, their conservatism in things that are best, their readiness to accept what is good in the new—all these things speak for the greatness of the character and the heart of the man who had brought them into this service and had shown them the right way.

"Indeed, I think that the school system of this city, copied as it has been far and wide by city systems of the West, is the greatest monument that he can have—more enduring than any that shall ever be placed above his remains in Lake View."

MRS. REBECCA DAVIS RICKOFF

The education of this distinguished lady began when she was five years of age, under a dominion of the old school in the person of the afterwards well known Dr. Laurie. It was carried on by her father, Professor William Monroe Davis, and was completed, as far as schooling goes, at the age of sixteen, when she graduated from the Hughes High School at Cincinnati. She was valedictorian of her class and wrote the class song and the class poem. She was a poet from her childhood. But the serious trend of her faculties in educational work left her but little leisure for literature proper, which, however, was to her as the "Wine of Life."

At the age of twenty-one, after having been a teacher for two years, she was married to Andrew J. Rickoff, then superintendent of the public schools of Cincinnati. In her earliest married days she began her life-work of co-operation with her husband in his professional career, and though a notable woman in many ways, she is perhaps most widely known as an educator.

Imbued with an exalted idea of education in its most liberal and widest sense, and led by natural inclination, she made an earnest and life-long study of its science and art. Her first public essay in this field, "Esthetic Culture," was received with the most flattering comments from educators all over the country. This was followed by many notable addresses, among which were "The Value of Art in Education," "The Influence of Literature in Education," "Moral Training of School Girls," "Intellectual Reading," etc. In introducing Mrs. Rickoff when she read the last-named address at the National Educational Association, President Young said: "She has done more than any other woman in the world to introduce good literature in the schools."

In 1873, in conjunction with Miss Harriet Keeler, then supervisor of public schools, she edited two leaflets, entitled "Every Monday" and "Monday Morning," designed for supplementary reading.

Mrs. Rickoff established the first kindergarten in Cleveland and forwarded this cause by bringing there Miss Elizabeth Peabody to give a lecture upon this interesting and important topic.

For no compensation whatever, but purely for the purpose of helping on the "new education" movement, of which Cleveland was at that time the center, she gave during a period of eight years addresses to public school teachers on "Nature Study," "Child Study"—now so-called, school management, and kindred subjects.

She was at work upon a book which embodied many of these lectures when she was

called upon to enter into a more extensive work, that of editing, in conjunction with Mr. Rickoff and Dr. William T. Harris, the celebrated "Appleton's Readers." Mrs. Rickoff was a contributor to many educational magazines; was one of the few women members of the National Council of Education, was a life member of the National Educational Association and of the Ohio State Teachers' Association, and at the annual conventions of these bodies, when Mrs. Rickoff spoke the chairman did not call for attention. Though Mrs. Rickoff's life was seemingly given over to educational work, she still was widely and actively interested in every progressive movement of the day. Especially was she to the front in any movement which looked to the advancement of woman's cause, and she was an active member of the Women's Congress at its meeting in Cleveland. She was also interested in various philanthropic movements, being at one time president of the Young Women's Christian Association.

She was a charter member of the Fortnightly Literary Club, and was the inspiration and president of its forerunner, the Women's Lyceum.

Like most professional people, as the years passed, there was a number of places which she called "home," and besides, she traveled much. But while, as a result, she became more widely known, yet she missed that concentration of power that comes of a fixed residence. In New York she was a member of more than one literary society. She was an active worker in the Kindergarten Association, a member of the Anthropological Society, of the American Social Science Association, and a charter member of the Industrial Educational Association. Wherever she went she took part in the philanthropic and literary movements of the place.

When in London, the People's Palace and work in the Girls' Friendly Societies engaged her attention, as well as the "education act," a movement then at its height, and lasting friendships were formed with active workers in these movements.

Mrs. Rickoff and her daughter had the interesting experience of being presented to the Queen.

On her return from abroad, Mrs. Rickoff, together with her husband and daughter, went to Washington State to visit William Monroe Rickoff, her only son. His death by drowning gave a shock to her nervous system which interrupted a life full of brimming of noble effort. Brain fever, followed by nervous prostration, from which she never fully recovered, was the sad result of this great sorrow.

Mrs. Rickoff was essentially a woman of genius; a brilliant mind, strong character, and great personal beauty united to form a personality of unusual distinction.

She was original in many forms of effort, inspired by generous impulses, proud and ambitious, not so much for herself as for those dear to her. The one masterful desire of her life was to keep her loved ones near that she might do all in her power to bring them every pleasure and advantage life could afford.

Only a person possessed of vivid imagination, strength of purpose, and extraordinary executive ability could have accomplished all she did.—*From Cleveland Leader.*

HARVEY RICE

The school law passed by the General Assembly March 1, 1853, was chiefly prepared by the HON. HARVEY RICE, of Cleveland, a member of the Ohio Senate, and chairman of the committee on common schools. Mr. Rice was born in Massachusetts, June 11, 1800, and graduated at Williams College. He came to Ohio in 1824, and settled in Cleveland. For a short time he engaged in teaching while preparing for the practice of law, upon which he soon entered. Mr. Rice's abilities and worth were soon recognized by his fellow townsmen, who manifested their appreciation by electing him to various important offices in the county, and to a seat in the lower house of the General Assembly.

In 1851, Mr. Rice was elected to the Senate. The session which followed was a very important one. Ohio had outgrown her old constitution, and this was the first meeting of her legislature under the provisions of the new. It was evident to all who had watched the growing educational needs of the State, that the school system needed a thorough revision. Since the passage of the act of 1838, the population of the State had more than doubled, and its resources had increased in a still greater ratio. Mr. Rice addressed himself to the work of procuring the passage of an act for the reorganization of the common schools, and providing for their supervision. The bill passed the Senate with but two negative votes. He had previously taken a prominent part in the passage of an act providing for the establishment of two asylums for lunatics, and he now advocated the establishment of a State Reform School, at that time a novel idea. A few years saw it in successful operation.

Mr. Rice lived to see the State of his adoption enjoy the fruit of his labors, to see her, in his own words, "lead the column in the cause of popular education and human rights." His active life as a politician and public spirited citizen did not prevent the cultivation of his taste for literature. He is well known as a graceful writer, both in prose and verse. A volume of his poems has been published. H.

ISAAC SAMS

ISAAC SAMS was born in Bath, England, November 12, 1788. He first taught in England in 1813, but in 1818, having become fascinated by Morris Birbeck's account of the United States, he came to Maryland and established a boarding school, which he conducted for seventeen years, with eminent success. In 1835, he removed to Brooklyn, N. Y., in order to extend the field of his exertions. He obtained suitable buildings and issued a prospectus in which he stated the

object of his school—to provide sound and thorough instruction for young gentlemen. The school was filled the first day with youths belonging to the best families of New York and Brooklyn. A very successful beginning was made and for a short time the school was prosperous. In the midst of the most pleasing prospects Mr. Sams was taken sick and his health utterly failed. He was forced to abandon his enterprise, which promised the grandest results. That he was compelled to withdraw from his school was no less a matter of regret to his patrons than to himself. In the short time he had been in Brooklyn he had become known as an able teacher, and his energies would have been taxed to the fullest extent in this more extended field of labor. It was doubtless the extra work he took upon himself that caused the failure of his health.

He had exchanged his property at Elliott's Mills for a tract of land of 1,000 acres near Hillsboro, Highland county, Ohio, to which he removed to try to regain his lost health. To accomplish this he proposed to clear out and bring into market a portion of his tract of wild land. Accordingly he started for Hillsboro, where he arrived on the 5th of September, 1835. He had resolved, much as he loved to work, not to enter the school room again until his health should be fully restored. For the next few days he occupied himself on his land, performing as well as his strength and health permitted, the labors of a pioneer farmer. His reputation as a teacher had preceded him and he was often consulted on educational matters by those having them in charge. He soon became very much interested in the common schools of Ohio, which for ten years before had been slowly but gradually improving. In the year 1838 they were still very imperfect. The teachers were carelessly and superficially examined, and the youth were loosely taught. In the year above mentioned the legislature passed a law for the appointment of County Boards of School Examiners by the Court of Common Pleas.

By virtue of this law Mr. Sams was appointed School Examiner and at once a fixed method of strict examination of applicants for certificates was adopted. By adhering strictly to his rules he soon brought it about that Highland County had a better qualified corps of teachers than any other country in southern Ohio.

His examinations were a terror to inefficient and poorly qualified teachers, but he gave true merit and good scholarship the fullest recognition. Many of the teachers in that day were possessed of but limited acquirements. Certificates had often to be given to this class or else the schools would not have been supplied with teachers. These were always admonished by Mr. Sams to make a better showing the next time they came before the Board.

The good results that accrued to the cause of education through Mr. Sams's method of examination cannot be over-estimated. Although there were generally two other mem-

bers of the Board, Mr. Sams was *the* examiner. He did most of the work, and it always was to him "a labor of love." Complaints were often made of the strictness of his examinations, but the results generally vindicated the wisdom and justice of his course. He served almost uninterruptedly as examiner for thirty years, and his services are gratefully remembered by all friends of education in Highland county.

As early as 1840, Mr. Sams began to agitate the question of a County Society of Teachers, and through his influence was formed an Association of Teachers of Highland county, which has continued in activity and usefulness to the present day.

He was also instrumental in having the first Teachers' Institute held in this county, in the year 1853.

Mr. Sams took a deep interest in educational matters, not only in Highland county, but in the entire State. While in his early years of service as examiner, he addressed a memorial to Governor Corwin on the subject of school libraries. This was an ably written paper and was received and favorably considered by the authorities at the capital. A few years afterward the school library law was passed, the first suggestion of which came from Mr. Sams.

He was also an active member of the State Association of teachers, and was elected its president for 1851. The meeting of the association for that year was held at Columbus, December 31st, 1851, and January 1st, 1852. The most important business transacted was the reception of the report of the committee previously appointed, recommending the establishment of an educational paper as the organ of the association. The report was adopted and Mr. Sams took an active part in putting the enterprise on a firm foundation. Accordingly in January, 1852, was issued the first number of the Ohio Journal of Education, now the Ohio Educational Monthly. He also took a prominent part in the discussion of other important questions brought before the association at that early day.

H. S. DOGGETT.

ANSON SYMTH

ANSON SMYTH was born at Franklin, Pa., of new England parents, prepared for college at Milan, Ohio, attended Williams College, was graduated from Yale Theological Seminary, and became an ordained minister of the Presbyterian Church.

After some years of service in Connecticut and Michigan he was called to the pastorate of the First Congregational Church at Toledo, Ohio. While serving the church he became interested in the educational affairs of the city, and was elected superintendent of public instruction. He accepted the position, and for a number of years following he was prominently identified with educational interests.

In December, 1855, Dr. Smyth was called by the Executive Committee of the Ohio

Teachers' Association to the editorial management of the Ohio Journal of Education, then the property of the Association. He accepted the appointment, moved to Columbus, and assumed his editorial duties with the issue for February, 1856. That number contains the letter of Dr. Hancock, chairman of the committee, notifying Dr. Smyth of his appointment, and Dr. Smyth's reply. In his letter of acceptance we find him saying:—"It is no affected humility that prompts me to say that I have experienced many fears that I should not be able to meet the demands of the position to which you call me. I have feared that many gentlemen in our association over-estimate my qualifications for the office. I have feared that I should forfeit whatever of confidence may now be reposed in me by the friends of education; for error and weakness are nowhere so exposed, so apparent, as in the editor's chair. And more seriously have I feared lest those great interests which should be entrusted to my guardianship might suffer through my want of higher qualifications. The demands of the position are high and sacred; for education is not the cause of man alone, but of God; the interests involved are not such a relate exclusively to time, but they reach forth to the endless future; and the influences exerted will be as enduring as the immortal soul."

Near the close of his first editorial we find this:—"The four days we have been in Columbus have taken from us about all the ideas of romance and poetry with which we had ever associated the office of editor." In the same editorial he asks correspondents not to sacrifice too much to dignity. "A vein of pleasantry running through an article will insure its being read, and will cheer many a teacher and drive away many a heart-ache." In this respect Dr. Smyth practiced what he preached. A vein of humor ran through nearly everything he wrote, and pleasantry was a marked feature of his public addresses as well as his private conversation.

Having been elected State Commissioner of Common Schools, Dr. Smyth resigned the editorial chair at the expiration of one year, but resumed it again for a year, in 1860, and a year or two later was associated with Dr. E. E. White in editing and publishing the Ohio Educational Monthly.

He held the office of Commissioner for six years. In his two terms of office Dr. Smyth visited every county in the State, and probably had a wider acquaintance with teachers and school officers than any other man. The school library law was then in force, and much of his time and attention was devoted to the selection, purchase and distribution of books, a task at once delicate and arduous, requiring honesty, rare good judgment, and fine literary taste. The large sums of money involved were expended with absolute integrity, and the great trust was executed with the utmost fidelity.

Soon after retiring from the Commissioner's office, he was elected (1863) to the superintendency of the Cleveland schools, a position he held for four years. He was elected

for the fifth time, but declined because of harassing obstacles thrown in his way by those opposed to his administration. Dr. Smyth's strength as a superintendent did not lie in great familiarity with the details of school management and methods of instruction, but rather in his moral and social qualities, his knowledge of human nature, and his abounding common sense. He was a man of clear and broad views on the general subject of education, a good general organizer, and an indefatigable worker. He hated wrong and loved right, and was outspoken in his denunciation of the former and his defense of the latter. He was a kind and true friend, and a man of strong faith and broad sympathies.

Dr. Smyth's last four years were years of severe trial. Through unfortunate business ventures, he lost his property and suffered great financial embarrassment. But he bore it all and continued faithful, doing what he could to the end.

SAMUEL FINDLEY.



ROBERT W. STEVENSON

ROBERT W. STEVENSON was born on a farm near Zanesville, Muskingum county, Ohio, July 1, 1832. His childhood and early life were passed in the valley of that historic river at whose mouth sturdy New England settlers had made the beginning of Ohio's greatness, in the first settlement at Marietta; and farther up whose waters, Moravian stations and Gnadenhutten are of devoted, heroic, sad, and revolting memory.

An Ohio pioneer home, with the work and freedom of the farm, the wood, the field, the companionship of streamlet, bird and flower, virgin nature everywhere smiling into luxuriant growth and vegetation under the strong hand of pioneer labor, giving inspiration alike to the physical, mental, and moral activities, a Scotch Presbyterian family circle, from whose fireside altars arose those morning and evening orisons which Burns in his *Cotter's Saturday Night* truly says were "Scenes from which old Scotia's grandeur springs, that makes her loved at home, revered abroad;" these surroundings, supplemented by school advantages and the scholarly aspirations of family and relatives, were with the intellect, heart, and ambition of young Robert Wallace Stevenson, rich with prophetic promises destined to a full fruition in future years.

At the conclusion of his college career there were schools ready to accept his services. He taught a school in the country for seven months, meeting with success from the first, and at the close, receiving a call he took charge of the schools at Dresden, Ohio, in his native county. Mr. Stevenson remained at Dresden for five years, from 1855 to 1860. He organized or reorganized the schools and placed them on a higher plane of excellence. The character of Mr. Stevenson's work at Dresden, his first in the organization and management of a set of schools, brought him under the favorable notice of President Lorin Andrews, then of Kenyon College, who in an accidental meeting with a committee from Norwalk in search of a superintendent, spoke in such terms of Mr. Stevenson's work, that after a committee of observation had confirmed all they had heard, the board of education of Norwalk elected him over many older and better known candidates. Norwalk had been an academic and educational center from early times, with such men as Bishops Thompson and Harris for teachers, and such students as General Hayes. It was among the first to organize its schools under the graded system, with Colonel DeWolfe at the head, in the early fifties.

Under Mr. Stevenson's organizing hand the Norwalk schools held a high rank among the schools of the State, and Norwalk was the Mecca of school-master pilgrimages during that organizing decade. His reception of visitors on such an errand may be safely inferred by one who knew the fine social qualities of his nature, making friends and helping them.

In 1871, Mr. Stevenson became superintendent of schools at Columbus, Ohio, where he continued until 1889. In these eighteen years the Columbus schools made marked progress. They became known as models of excellence. The work he did will stand an enduring monument to his memory.

On laying down his work at Columbus, he accepted the superintendency of schools at Wichita, Kansas, a position he held for three years. Though entering heartily into the work there, he longed for the old associa-

tions, and at the end of his third year returned to his home at Columbus.

Dr. Stevenson was prominent among the educators of Ohio, and to some extent beyond the limits of the State, being at the time of his death the secretary of the National Educational Association.

W. W. Ross.

ROBERT W. STEELE

ROBERT W. STEELE, for more than thirty years a member of the board of education of Dayton, was the son of one of the earliest pioneers of that city. His father was a man of considerable prominence in the early history of that part of the State, and took a deep interest in popular education long before the establishment of the public school system. His public spirit in this and kindred matters seems to have been largely inherited by his son, the subject of this sketch, who was born in Dayton in 1819.

Mr. Steele watched with untiring care the growth and development of his native city.

He prepared for college at the Dayton Academy, and graduated from the Miami University in 1840. In 1842, he began his long connection with the public schools, by acting as a member and clerk of the board of managers, then appointed by the city council. For twelve years he served as president of the board, permanently retiring in 1875.

In the city of Dayton the name of Robert Steele was associated in the minds of the people with whatever makes for popular education, for culture, for righteousness. His interest in the city library seemed as intense as it could have been, had the institution been his own, and at the dedication of the elegant new library building his satisfaction was complete.

When the fine structure that stands for free secondary education was erected some years ago on the banks of the Miami, ten thousand persons would have gladly seconded the motion in the Board of Education to give name to it. It is the Steele High School.

CALVIN E. STOWE

Many unacquainted with the early educational history of our State, will wonder to see the name of C. E. STOWE, whom they have always associated with the East, in the list of her public school benefactors. To the pioneers in the great work no explanation will be necessary; they will remember him as an able champion in the early days of the battle with ignorance.

Calvin E. Stowe, or as he is popularly known, Professor Stowe, was born at Natick, Mass., in 1802. His early history is that of many New England boys—very limited means, very strong thirst for knowledge, and a will which ultimately attained the goal of his ambition, a college education. He graduated at Bowdoin College, Maine, in 1824. After having graduated from Andover in theology, and filled the chair of professor of lan-

guages in Dartmouth, he accepted, in 1833, the professorship of Biblical Literature in Lane Theological Seminary. Here his connection with our subject begins.

He recognized at once the great need of the West—common schools—and he set himself to work to advance their cause, in common with Samuel Lewis, Dr. McGuffey, and other public spirited citizens. He visited Europe in 1836, on business connected with the Seminary, bearing with him also an official appointment by the legislature to examine into the system and management of European schools, particularly those of Prussia.

On his return, in 1837, he submitted his noted "Report on Elementary Education in Europe." A copy was sent to every school district in the State, and it was republished and largely circulated by the legislatures in other states. In it, thoroughness, freedom from routine and from slavish subservience to a text-book, were, particularly enjoined upon teachers. Upon the necessity of training or normal schools, he delivered an able address in 1838, before the State Educational Convention, in Columbus, at which Governor Shannon presided. Of the Western College of Teachers, he was an active member contributing from time to time valuable papers on the subjects which came up for discussion. In 1850, he returned to Andover, Mass., where the greater part of his after years. He passed the psalmist's limit of three score and ten.

H.

JONH H. TALBOT

JOHN H. TALBOT was born October 20, 1800, near Winchester, Frederick County, Va. With his parents he emigrated in 1806 to the Redstone settlement, in Washington county, Pa., where he resided till 1816, when he removed to Mt. Pleasant, Jefferson county, Ohio. In 1819, he descended the Ohio river on a raft and took up his permanent abode in Cincinnati.

During his residence in Pennsylvania he usually attended school one-quarter each year. His time in school was devoted mainly to spelling and arithmetic, in which he excelled. In Cincinnati he served a short apprenticeship to the carpenters' and joiners' trade, attending a night school taught by Cornelius King. At this school he went through Walsh's Arithmetic and studied trigonometry, surveying, and navigation. Subsequently he was employed as an assistant in the school.

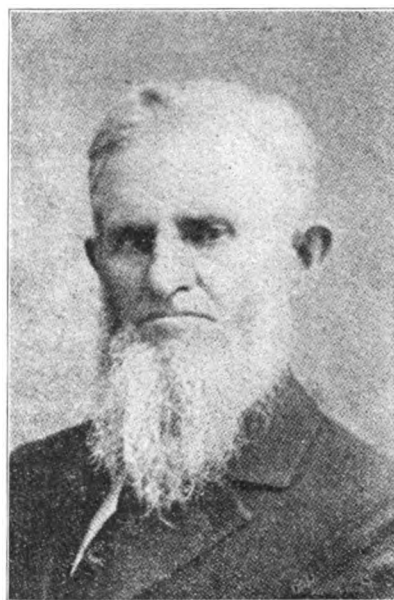
In 1822, after having manufactured his furniture, he opened a school of his own, which was largely attended. He gave instruction to many youths, who in after years occupied prominent positions.

In 1823, he assisted in organizing a society for the improvement and elevation of teaching as a profession, and in 1828 in founding the Ohio Mechanics' Institute. About the same time he took part in the establishment of the Academy of Fine Arts and the Academy of Natural Sciences. In all these organizations Mr. Talbot was an active member, serving as secretary or treasurer. From

1829 to 1845, he was an active member of the Academic Institute, afterwards the Western Literary Institute and College of Professional Teachers.

Mr. Talbot was the author of an arithmetic, which the writer remembers as the first he studied after Warren Colburn's. He is not able to state in what year the book was first published. A revised, enlarged, and improved edition appeared in 1841. It was again copyrighted in 1845, with the title, "The Western Practical Arithmetic." The copyright of this book having passed out of Mr. Talbot's hands, in 1843 he copyrighted a new arithmetic called "The Scholar's Guide to the Science of Numbers."

H.



JACOB TUCKERMAN

The history of education in Ohio presents no type of professional teacher finer than that which is represented by the high-minded, scholarly, unselfish Jacob Tuckerman, who devoted his long life, with indefatigable energy and zeal, to the intellectual and moral training of young people, in the preparatory school and the democratic college. His range of labor extended from the border of Lake Erie to the shore of the Ohio river, though the field of his most effective and longest continued work was the Western Reserve, and especially the County of Ashtabula, so celebrated for its men and women of liberal culture and independent character. In his own section, and by his multitude of appreciative and enthusiastic friends and disciples, Mr. Tuckerman was not inappropriately regarded as one of the worthiest, most accomplished and best-loved of the many noble educators of his day and generation. When, in February, 1897, he ceased from his mortal toils,

falling in the very harness of school duty, a local newspaper, the *Orwell News-Letter*, published an obituary of the deceased veteran, beginning with the words: "Professor Tuckerman is dead. Ohio's greatest educator has heard his last class, has received his last report."

Jacob Tuckerman was born, July 31, 1819, in Sterling, Windham County, Connecticut, and was related to the Boston Tuckermans and the Putnams, whose ancestors were among the early colonists of New England. His father, Isaac Tuckerman, moved to Potsdam, New York, where Jacob attended the public school. In the year 1836, the family came to Ohio and settled in Orwell, in which place Isaac Tuckerman established a tannery. The son, in his teens, worked in the tannery in the summer, but went to school, and later, taught school, in the cold season. Opportunities for study took him, in 1839, to Kingsville, where becoming deeply interested in religion, he joined the Presbyterian Church. The next year he taught in Saybrook, and in 1845-6 was teacher in Rome Academy, interrupting his school work by intervals of labor in the tanyard. He entered Oberlin College as a senior in the Teachers' Course, in 1847, but did not graduate, being obliged to come home, on account of his father's illness, in the spring of 1848. In the winter term of 1848-9, he taught in Monroe, Michigan.

Mr. Tuckerman was married, April 23, 1849, to Miss Elizabeth Ellinwood, of Rock Creek, who, like himself, was of Revolutionary stock and Puritan lineage. Mrs. Tuckerman is a lady of education and refinement, a faithful worker in every good cause, and a graceful writer in prose and verse. She was the inspiration and adviser of her husband in his professional career.

Soon after his marriage Professor Tuckerman was elected superintendent of the schools for Ashtabula County. An interesting report of one year of that service is freely quoted from in the chapter on County Supervision. He held this office two years, and during his administration, as we learn from a memorial sketch by J. P. Treat, "the schools enjoyed a high degree of prosperity. Their efficacy was increased and the cause of popular education was greatly advanced. . . . Dr. Tuckerman enjoyed the distinction of having been the only county superintendent of schools Ohio has ever had."

In 1852, when Orwell Academy was built, he was made principal, and there he remained for the following five years. There were at that time seven prosperous academies in Ashtabula County. Professor Tuckerman left Orwell, in the fall of 1857, to accept the chair of mathematics in Farmers' College, near Cincinnati. Three years later, in 1860, he was elected President of the College, a position which he held until 1867, when he resigned, and soon after this he organized the State Sunday School Union, in the interest of which he travelled for a year or more, partly as a means of checking the threatened approach of a pulmonary disease. He was a delegate of the Ohio Sunday School Association to the

World's Convention of Sunday School Workers in London, England.

He was called, in 1868, to Austinburg, to take charge of Grand River Institute, an academy over which he presided for about fourteen years, and which, under his administration attained prosperity and a proud reputation. From Austinburg he transferred his valuable services to the town of New Lyme, succeeding Dr. D. J. H. Ward as principal of the Institute, in 1882, and this responsible post he continued to occupy until the date of his death, fifteen years later.

From the record here given it appears that Dr. Tuckerman devoted more than fifty years of active service to the cause of education in the daily real work of the recitation room. The editor of the *Ashtabula Standard* estimated that "probably there is not a teacher in Ohio who has instructed so many students as have been taught by Professor Tuckerman," and adds that "in Ashtabula County he was almost a family name in every household, there being but few families of which some members have not at some time been under his fostering care." And Mr. J. A. Howells, (brother of the novelist) wrote in his newspaper, *The Sentinel*, "It has been our good fortune to know Professor Tuckerman for thirty years. He always impressed us with his earnestness in all he had to do. What he thought was the right thing for him to do he did with all his might. The hundreds, and indeed we are safe in saying, the thousands, of men and women, who are indebted to him for their start in life, in the line of education, treasure his memory as a blessed heritage."

Mr. Tuckerman was a clear and impressive public speaker, a lucid and forcible writer, a most agreeable comrade. He treated with genial affability his fellow-men of whatever rank or disposition. Though firmly adherent to his own convictions and line of conduct he was tolerant of dissenting opinions and of persons his opposite in habit. In politics he was a Republican, in creed a Presbyterian, in sympathy a cosmopolitan. He belonged to the Masonic order and had taken the thirty-second degree. He was strongly anti-slavery and strictly a temperance advocate. The honorary degree of A. M. was conferred upon him by Oberlin College, and the degree of Ph. D. by a Virginia college.

This tribute to his memory, by one who knew and honored him, we close by quoting a passage from the eulogy of W. G. Richardson, editor of the *Andover*, (Ohio), *Citizen*, of date February 12, 1897.

"Whatever words might be written to attest the sterling worth and the strong character of Jacob Tuckerman, they would be but feeble expressions of his great worth. He was a teacher in the truest sense of the term. vigorous, strong, kind but firm, never failing to impress his personality on those who came under his instruction. He came into close touch and feeling with his pupils, and so great was his influence that he almost became a part of their daily thought and actions. Fathers who had given up all hopes of inspiring their sons to greater efforts for higher

endeavors have gone to Professor Tuckerman to enlist his aid and kindly guidance for their children, and seldom did they fail to find in him that source of strength and power which, when brought to bear upon impetuous youth was an inspiration for good that never deserted them. Many men to-day middle-aged will say that the turning point in their lives for usefulness was the day that they first became students of this beloved teacher."

MISS T. AND W. H. V.

ELI TODD TAPPAN

ELI TODD TAPPAN was born in Steubenville, Ohio, April 30, 1824. He was the son of Judge Benjamin Tappan, United States Senator from 1839 to 1845. Mr. Tappan's early education was obtained in the schools of his native town and from tutors employed in his father's family. His higher education was carried on at St. Mary's College, a Catholic institution located at Baltimore, Maryland. This institution was selected because it was near Washington, where Senator Tappan then resided, and because of the thoroughness of the instruction it gave, particularly in modern languages, for which young Tappan had a great fondness. He left the college in 1842, before completing the full course; but he received from it his degree of A. M. in 1860. He began the study of law immediately after leaving college and before he had obtained his majority. He was admitted to the bar in 1846. He did not immediately enter upon the practice of his profession, but went to Columbus, where he began the publication of a weekly paper called the "Ohio Press," the first number of which was issued January 23, 1846, and the last, June 30, 1848. In the last-named year he began the practice of law in Steubenville, in which practice he continued about nine years. But before he relinquished the law his mind had begun to be powerfully attracted to the profession of teaching, in which he thought he saw the best field in which to labor for the welfare of mankind. In other words, he had about made up his mind to abandon a calling which holds out to its followers prospects of wealth and high honors, and give his life to a calling which promises neither wealth nor honors.

The first active part Dr. Tappan took in educational work, of which any record has been found, was the delivery of a lecture on "Arithmetic," in Steubenville, February 2, 1854, before a society with the rather formidable name of the "Union Institute of Teachers and Friends of Education for Jefferson and Harrison Counties." In this and subsequent lectures he puts the pedagogical idea in the chief place, and shows that minute and keen analysis so characteristic of his subsequent work, and a knowledge of the underlying principles of teaching remarkable for a day when, in this country, the science of methods had scarcely a name. This association, of the proceedings of which Dr. Tappan has himself left quite a full record, kept up its meetings — doubtless with great benefit to its member-

ship — until October 3, 1857, when its place was taken by another organization called the "Normal Class of Teachers of the City Schools of Steubenville." Of this class, as in the previous association, Dr. Tappan was the teacher of arithmetic.

In December, 1856, he met for the first time with the Ohio Teachers' Association, at Columbus. He at once took an active part in its proceedings, and his interest in the work of the Association never waned to the close of his life. His was always a prominent figure among his fellow-members, and his counsels were those of a wise, clear-headed thinker.

He began teaching in the fall of 1857, in the Steubenville public schools, and was for a short time their superintendent. In the fall of 1859, he was made professor of mathematics in Ohio University, at Athens, a position he filled for a year. He left this place to teach mathematics in the Mt. Auburn Young Ladies' Institute, near Cincinnati, where he remained until 1865. During this time he wrote his geometry and trigonometry for the Ray series of mathematical text-books.

September, 1865, he was again called to the professorship of mathematics in Ohio University. This call he accepted, and continued in the position until December, 1868.

The Board of State School Examiners was established by statute in 1864, and School Commissioner, Dr. E. E. White, appointed Dr. Tappan a member to serve for the term of two years.

In 1869, Dr. Tappan was elected president of Kenyon College, which office he continued to fill until 1875, at which date he resigned to take the chair of mathematics and political economy in the same institution. He did not close his connection with the college until he entered upon the duties of the office of State Commissioner of Common Schools, in 1887, to which office he had been elected the fall of the previous year. As will be seen, his college work extended over a period of twenty-two years. But though the labors of the most active period of his life were all in the fields of the higher education, his sympathies with the work of the common schools were most earnest, and based on thorough knowledge. Probably no man in the State was better acquainted with their condition and needs. He also did much to improve the teaching in the common schools by his work as county examiner and institute instructor.

Dr. Tappan was president of the Ohio Teachers' Association in 1866. Of the National Educational Association, the largest and most influential organization of teachers in the world, he was treasurer in 1880 and 1881; and in 1883 he was made its president.

In 1880 was established the National Council, a body of educators consisting at that time of fifty-one members, selected from the membership of the National Educational Association. Dr. Tappan was immediately chosen one of the six members from Ohio.

The degree of LL. D. was conferred on him by Williams College in 1873, and by Washington and Jefferson College, in 1874.

In 1886, he was elected an honorary member of the "Association for the Improvement of Geometrical Teaching in England."

Dr. Tappan's style as a writer is plain and direct. His object seems always to have been to pack the most meaning into the fewest words. He had a high and discriminating appreciation of the master-pieces of literature, but sedulously avoided the use of rhetorical figures in his own composition.

His was a most reverent spirit. Religion was wrought into the very fiber of his being. He was for many years a member of the Episcopal Church; but no one could be less a sectarian, or more broadly tolerant of the religious views of others. His was that charity that suffereth and is kind. No one ever lived nearer the line of perfect rectitude.

The transparency of his character was such as is seldom seen; and that transparency revealed a soul of wonderful strength and purity. He was very frank of speech. He never left one in doubt for a moment as to what his meaning was. He always met the occasion with perfect courage. He never lowered his eyes in the presence of any man. Yet there was no boisterousness and self-assertion about him. The gentle serenity of his manner was the unconscious outgrowth of a manliness without a flaw.

JOHN HANCOCK.

EMERSON ELBRIDGE WHITE

EMERSON ELBRIDGE WHITE was a native of Ohio, and that State claims him as one of her representative men. Like many sons of the Buckeye State, he extended his influence and his scope of action to other states, and took part in the cultural affairs of the nation. A clear and forcible speaker, an expert in ready debate, an admirable institute lecturer, a painstaking, cogent and suggestive writer of professional books, he impressed his convictions upon thousands of minds and gave guidance and inspiration to teachers throughout the length and breadth of the United States. He was an aggressive, forward marching man, yet never rash, seldom extreme, — characteristically conservative, though a reformer. Courageous, conscientious, indefatigable, he was sometimes charged with being dogmatic, never accused of insincerity. Holding firmly to his principles, he persevered in whatever he undertook to accomplish. His industry was prodigious, his will resolute, his intellect clear, his moral purpose unwavering, therefore his steady progress in the enterprises to which he devoted his life was inevitable. We may confidently point to him as one who achieved success, not merely in the worldly sense of the word, but in its loftier and more ideal signification.

A brief sketch of his life and services to education, will enable us to realize how busy, and how worthy of eulogy this eminent character proved himself.

Emerson Elbridge White was born in the village of Mantua, Portage county, Ohio, January 10, 1829. He spent his childhood on a

farm, and received the elements of learning in country schools, in which, also, he began to teach at the early age of seventeen. For one year he was both student and instructor in Twinsburg Academy, and then he was called to the principalship of Mt. Union Academy. In the following year he entered Cleveland University, pursued collegiate studies and did extra work as assistant professor of mathematics. From the university he was called to act as substitute principal of one of the Cleveland public schools, in which he acquitted himself so well that he was soon appointed to take regular charge of a new city grammar school. After serving four years as head of the grammar school, he was promoted to the principalship of the Cleveland Central High School. In 1856 he resigned his position in order to accept the superintendency of the schools of Portsmouth, Ohio, where he remained until 1861, when he removed to Columbus, Ohio.

He was now in the prime of his young manhood, about thirty-two years of age, and thoroughly prepared by a varied and distinguished experience as teacher and superintendent in schools of different grade, in rural district, in village and in city, for entering upon the responsible duties of educational journalism. He purchased the Ohio Educational Monthly, of which well established and influential magazine he retained the proprietorship until 1875.

During the nearly fifteen years in which he conducted the "Monthly," his energies were not wholly engrossed by editorial tasks. He found time for much other work. Indeed, the three years, 1863-1866, were mainly absorbed in the discharge of laborious duties as State School Commissioner. To his exertions are due, in large measure, the firm establishment of teachers' institutes in Ohio; the founding of the State Examination Board, the codifying of the School Laws, and the agitation of the subject of State Normal Schools.

In 1876 Mr. White was called to the presidency of Purdue University, Lafayette, Indiana. The seven years that he gave to the building up of a great institution devoted to agricultural and mechanical education, are to be counted as specially fruitful of the results he desired to attain. It is not too much to say that Dr. White placed upon an enduring basis, one of the first, if not the first of the successful "land grant" universities of the country.

In 1883 Dr. White resigned the presidency of Purdue and removed to Cincinnati, where, for a few years, he was busily engaged in the preparation of his mathematical and other text-books and in general literary work. He was elected Superintendent of the Public Schools of Cincinnati, entering upon the duties of the office August 16, 1887. His administration covered a period of three years, and was crowded with efficient work in several lines. Considerable revision was made in the Course of Study. Technical grammar was entirely omitted from the district grades of the schools, a new system of "graded observation lessons" was devised, together with

an elaborate course in "Manners and Morals," and changes were introduced in modes of teaching. By far the most significant and radical alteration effected in the Cincinnati schools was a total reform in the mode of determining the standings of pupils in scholarship and of promoting them from grade to grade. The superintendent depended wholly upon teachers' estimates as the basis of classifying pupils. The Report of 1887 states that "the written test is no longer made the basis for the promotion of pupils, and no longer occurs at stated times, but is continued as an element of teaching where its uses are many and important."

In the period of Dr. White's administration, a law was passed making it the duty of the superintendent to appoint all teachers in the city schools, with the consent of the Board. As a rule old teachers were re-appointed, though some were dropped, and a few were quietly moved for cause. Discussing the subject the superintendent said, "The fact has too often been overlooked, that the possession of a position by a teacher, is of itself a claim to re-appointment, if there be no good reason against it. But neither possession nor length of service can be urged as a claim in the face of inefficiency or incompetency, or moral unworthiness."

Dr. White devoted his energy, with vigilance, to the task of visiting schools, and especially, to the systematic instruction of teachers on all possible occasions. Without excellent teachers, no great results can be expected from any school, primary or advanced. So vast did Dr. White find the field of his labors, and so various the demands upon his time and strength, that in his Report for 1888, he declares, "No one man can fully perform the duties now imposed upon the Superintendent of the Schools of this city." He recommended that at least two assistants be appointed, a suggestion which was acted upon several years later, when Dr. R. G. Boone became superintendent.

In 1891, Dr. White returned to his old home in Columbus, where he continued to reside until the end of his life. In this last decade of his ever active career, he was no less energetic than in his earlier years. He applied himself diligently to exacting labors, public and private, traveled, lectured, and wrote, and looked after the details of much personal business.

Emerson Elbridge White was of stalwart stature. One of his ancestors was a member of the Long Parliament. He was a direct descendant of Captain Thomas White, who migrated from England to America in 1632, and settled in Weymouth, Massachusetts. Dr. White's father, Jonas White, was one of many New Englanders who sought fortune on the Western Reserve.

W. H. VENABLE.

MILO G. WILLIAMS

MILO G. WILLIAMS was born in Cincinnati April 10, 1804. His parents were natives of

New Jersey. His father, Jacob Williams, came West in 1755, and settled in Cincinnati. In 1814, he retired from business, and removed to the country. His farm formed what is now a part of the city known as Camp Washington. He died in Cincinnati, in 1840.

Mr. Williams commenced his pedagogical career in 1820, and ended it in 1870, including a period of fifty years. His early education was limited to the merest elements of learning. His first essay as a teacher was in the charge of the village school in which he had occasionally been a pupil. In this humble school, he recognized the beginning of a deep interest in the education of the young, the necessity of a practical education among all classes of our citizens; and here also he was led to the knowledge of his deficiencies, and the necessity of his own improvement before he could become a successful instructor.

In his nineteenth year, Mr. Williams opened a private school in Cincinnati. Pupils came in gradually, and at the opening of the second year he needed more room. In a few years, he went to other rooms where he could have assistant teachers. He graded his classes and organized four departments. The study of constitutional law was successfully introduced into this school.

In 1833, Mr. Williams accepted the general supervision of a manual labor institution, established at Dayton. The question of connecting manual labor with literary institutions had been before the people for several years, and some of the best educators regarded it with favor. But the experience of a few years showed that the system was not well adapted to the wants of our country, and could not be employed successfully.

The Dayton school was closed at the end of the second year, and Mr. Williams accepted the situation as principal of the Springfield High School, then about to go into operation under the management of a board of trustees. The several departments were placed under able teachers, and it continued under this organization till 1840, when the property passed into the hands of the Methodist Episcopal Church.

Mr. Williams, from 1829 to 1852, was actively engaged in promoting the cause of education. In 1829 he assisted in organizing "The Western Literary Institute and Board of Education," which afterwards became, through his persistent effort, "The Western Literary Institute and College of Professional Teachers." He was for ten years corresponding secretary of this association and took an active part in all its proceedings. He was prominent in the series of educational conventions, held in Columbus, beginning in 1836. In the convention of 1838 he made a report on the diversity of text-books, in which he opposed state uniformity, and a report on normal schools in which he recommended the establishment of one in each Congressional district. He was an active member of the State Teachers' Association until 1852, when his duties at the Urbana University made regular attendance impracticable. H.

WILLIAM GEORGE WILLIAMS

The subject of this sketch was born in Chillicothe, Ohio, February 25th, 1822. His parents, Samuel Williams and Margaret Troutner, were pioneers of the State. In 1829 the family moved to Cincinnati, and WILLIAM was put in school under John L. Talbot, author of a well-known arithmetic. In 1834-35-36, he attended Woodward College. In 1837-8 he was assistant to a deputy surveyor in Indiana. In the fall of the same year, he re-entered Woodward College, now Woodward High School, where he took a full classical course and was graduated Bachelor of Arts in the year 1844. In September of the same year, he was elected Principal of the Preparatory Department of the Ohio Wesleyan University, and in November following helped to organize the first classes. In 1847 he was elected adjunct professor of Ancient Languages. In 1850, full professor. In 1864, his chair was divided, and he became professor of Greek Language and Literature, which position he held until his death. In 1872, he was made acting professor of Biblical Theology on the Chrisman Foundation. In 1896-7 he was Dean and Acting President. In 1845 he was secretary of the Board of Trustees. In 1850 he was re-elected, and retained the position until his death. In 1872 he was elected secretary of the Central Ohio Conference, and for twenty-five successive years, was reelected to the same position. In 1868 he represented his Conference in the General Conference of the Methodist Episcopal Church held in Chicago.

Any full or fair expression of Dr. Williams's life, services, and influence can not be attempted here. That would require an acquaintance, a study, a power of analysis and delineation, taxing the best abilities of those who have known him longest and most intimately. His great qualities of mind and heart, and his power of impressing others, were all so simple, shrinking, so undemonstrative and unostentatious that they are much more easily felt in personal contact than voiced in words. His character was so symmetrical and his work so substantial, his influence so subtle, spiritual, pervasive and irresistible that any attempted presentation in statement or by comparison or illustration must fall far below any proper recognition. All his colleagues, the many students that have come under his searching eye and molding hand, and felt the spell of his presence and power, and all his intimate personal friends, well know the difficult task to which I allude. His was a character and an individuality such as few men possess. Other lives doubtless, in a measure entered into his, consciously or unconsciously to himself, but his acquisitions, his mental processes, his judgment and conclusions, his presentation and enforcement of opinions, and his very presence, magnetic, inspiring, and commanding, all bore the stamp of originality, of a strong, self-poised character. In the beginning of his professional activity he seemed to have reached maturity in the discipline of his

faculties, if not in the fullness of his acquisitions; but in all the many years of his history he added strength to strength and knowledge to knowledge. He ever seemed to illustrate what may be termed an increasingly richer ripeness.

Let us study him, in as few words as possible, in two or three relations. First, as a student and scholar. In early life he became fond of books. His father, a man of stalwart character and unusual reading and intelligence, supplied his family with library privileges, superior for the times. William read with zest, with avidity, with a determination to know. He read solid, substantial books, such as too many young people fail to read now. When he came to his Commencement day his mind was stored with various knowledge, and he was intelligent far beyond the average college graduate of that day or this. In all his years he has surprised and charmed those who have conversed with him, with the richness, variety and exactness of his information. It was difficult to touch upon any subject with which he did not seem to have the acquaintance of a specialist. Other men could be named who have read as widely, though they are few, but it would be difficult to name those who have digested and retained so well. His talents, his faculties, well disciplined by study, his habits of reflection, examination and of challenging the correctness of what he read, explain his success.

His scholarship was of that cast that can come only from the most painstaking, patient, persistent and exacting mental processes. Every lesson learned, every subject investigated or treated, received the closest scrutiny. No mere outline knowledge, no mere surface acquaintance with a subject was to be thought of. The smallest minutiae were worthy of the fullest attention. The measure of application and industry required was not to be considered.

These facts concerning his habits of study account both for the breadth and degree of his scholarship. That scholarship was, in its accuracy and exactness, such as would have honored any University in the world. In mathematics, history and literature, as well as in the ancient and modern languages, he has been a systematic student, and attained scientific knowledge. I have known him to teach throughout the term, in daily recitation, four different languages; Latin, Greek, Hebrew and German in four successive hours.

The elements of his scholarship were accuracy, a mastery of both principles and details, and philosophic insight. Many a student has come to his classes thinking Grammar, Greek, Latin or English, was a mere jumble of arbitrary rules, but has soon learned that Grammar is a science and that syntax has a philosophy of great beauty and significance. Under his guidance, Greek paradigms and rules of syntax were not mere forms, but veritable windows through which we behold human thought enthroned as the soul of language. No professor ever possessed more completely the confidence of stu-

dents as to his mastery of what he undertook to teach.

A member of the class of 1861, in presiding over a banquet given a few years ago in Dr. Williams's and President Bashford's honor, said in introducing the former, that he had always had a feeling that Professor Williams had invented the Greek language. A like impression as to his perfect acquaintance with it, has entered into the thought of the many thousands that have received his instruction.

As a teacher, he has a unique place in many particulars. In the length of his service his history as a teacher is identical with the history of the University. He was present, and helped to organize the first classes, in 1844. For over fifty-seven years he has stood in the same roof and literally given his life to three generations of young people, as he had in his classes the grandsons of his earlier students. In this long service he has had no sabbatic year, and, so far as I know, has never been absent a single full term. His professorial work has always been especially characterized by intensity. Always alert, nervous, energetic, and all absorbed in the lesson of the day, he made prominent not only the central thought, but compelled recognition of the smallest and most insignificant particulars. The attention of the pupils dare not lag, and it was perilous to be indifferent. This intensity never failed him.

Another feature was his intellectual clearness. His own preparation always made him completely master of the discussion. There was no defect in his knowledge or vision. His power of expression, of presentation, and of illustration left nothing more to be said, yet the student always felt he had a large reserve of knowledge and force.

In trying to place an estimate upon Professor Williams's service and successes as a teacher, much emphasis should be given to his work in Teachers' Institutes. For twenty years he spent from one to two months each summer in lecturing before them. Each year he addressed from five hundred to one thousand of the teachers of the State. His lectures were upon the English language and literature, upon a number of the great authors, and especially upon the philosophy of English grammar. It was conceded by the leading educators of the state that the field of his discussions had never been so completely cultivated before. His exhaustive treatment of the structure of our language, his great learning, his cultured bearing, choice spirit and winning ways, greatly impressed these thousands of teachers. Most of them reproduced before their own pupils in no inconsiderable degree what they had received from him. He greatly elevated the standard of instruction, and thus most favorably influenced the public schools of our commonwealth.

For a number of years he was a member of the State Board of Examiners. He was always profoundly interested in the sessions of the State Teachers' Association, and was

always, when possible, in attendance, and never found more congenial companionship than among its members.

"Leave we the unlettered plain its herd and
crop;

Seek we sepulture

On some tall mountain citted to the top
Crowded with culture.

Here's the top peak, the multitude below

Live, for what they can there:

This man decided not to live but know,

Bury this man there!

Lofty designs must close in like effects;

Loftily lying

Leave him still loftier than the world suspects
peeps

Living and dying."

WILLIAM F. WHITLOCK.

SAMUEL T. WORCESTER

SAMUEL T. WORCESTER was born in Hollis, N. H., August 30, 1804. He entered Harvard College in 1826, and graduated in 1830, in the class of which Charles Sumner was a member. After leaving college he taught a little more than a year at Weymouth, Mass., and afterwards, for nearly a year, conducted a private academy at Cambridge. He then began to study law at Hollis, and continued the study at the Harvard Law School. In the spring of 1834 he removed to Norwalk, Ohio, where, after residing the legal time, one year, he was admitted to the bar, in 1835.

Mr. Worcester remained a citizen of Norwalk until 1867, when he returned to New England to engage in the settlement of the estate of his deceased brother, Joseph E. Worcester, the Lexicographer.

During his residence in Norwalk, he took an active interest in the efforts to improve the condition of the schools in that place and vicinity. In consequence of his known desire to have the school laws of the State made more efficient he was elected Senator in 1848. Upon the meeting of the General Assembly in December of that year, he was appointed chairman of the Senate committee on common schools. He drafted the bill, which afterward became a law, February 22, 1849, and which was not repealed until the passage of the codified school law of May 1, 1873. This bill was an improvement upon the Akron law of 1847 in relieving boards of education from any dependence upon the action of town or city councils. The bill passed the Senate without amendment and without opposition. It also passed the House without amendment and without serious opposition, although some of the members had a doubt as to the constitutional right of the voters of a town or city to tax the people for the support of education. The next winter Mr. Worcester reported some amendment to this law, and also to the Akron law, to enable cities and towns that had adopted the latter to adopt the law of 1849.

H.

CHAPTER XXXII

BIOGRAPHICAL SKETCHES (4)

BIOGRAPHICAL SKETCHES (4)



JAMES J. BURNS

If the writer were left free to be guided by his own taste the following sketch would not be written.

As he has no one whom he could ask to absent himself from felicity a while to tell the story, he must tell it himself.

His father was John Burns, D. D., a minister for over fifty years in the Methodist Protestant Church, a man who shared in all the honors his church had to bestow; his mother, Mary Jewett Pearson Burns, a woman of com-

petent scholarship and most devout religious belief, who died ere she had numbered forty-nine years.

His first, also his last, school going in the blissful capacity of a pupil, was done in Steubenville, Ohio. His hardest lessons, even from books, were learned in the two and one-fourth score years following, though in the high school of the city named, algebra, Latin, geometry and Greek formed a very substantial and exceedingly regular diet. For his teachers there,

Warren J. Sage and Joseph Buchanan, he has felt a life long appreciation. The example of some brilliant class-mates served him a good turn.

His first school teaching was practiced in the summer of 1857 upon the school youth of the village of Tiltonville, which stood and he hopes still stands on the bank of the Ohio a few miles above Wheeling. He does not know why the directors wished him to continue in their service, but he accompanied his father to Natchez, Mississippi, in November, and in January, '58, was installed as principal of the academy at Union Church, Jefferson County, with pupils ranging from the Latin first reader to McGuffey's first reader. The State furnished a part of the "hire and salary," and this was credited upon each patron's bill in proportion to the amount of attendance—a more excellent way than was in vogue elsewhere.

It was a pleasant life, and better people he never served; but, desiring to study law, at the end of the year, with probably five-sixths of his salary, including twenty double eagles about his person, he went back to Natchez and began reading in a law office.

In a few weeks a situation was offered him to teach in the city public schools, the Natchez Institute. In this city he married Miss Kate E. Lyle, and they walked together life's common way for over two-score years. Three children survive their mother. They spent one year on the eastern shore of the Chesapeake Bay, Mr. Burns teaching the New Market Academy, the trustees having doubled the usual bonus from a fund furnished by the State.

After returning to Ohio, the first position Mr. Burns filled was that of principal of the schools of Washington, Guernsey county, for four years. At the institutes of this county he made the acquaintance of Messrs Harvey, Norris, Henkle, White, Kidd, Andrews, Stevenson, and others, and met again Dr. Tappan, who was president of the Steubenville board of education when he was at school there.

Nine years of service at St. Clairsville, Belmont county, at a salary of \$1,500 in a town of about eleven hundred people, was followed by his election as State Commissioner of Common Schools. His life, during his term of office was busy and happy; and that's the main thing. Recollections of the kind deeds and words of approval make a bouquet which still "smells sweet and blossoms."

While still in Washington, he had been admitted to the bar, and the same year, 1867, received a State certificate countersigned by John A. Norris. Of the seven men who took their degree together those warm July days, three have gone away.

After his term of office as Commissioner of Schools, he was one year in the Chillicothe High School, two years Superintendent at Lancaster, four years at Dayton, seven years at Canton, three years at Defiance. These, like the others, seen in retrospect, were delightful places for a home. "Bliss was it to be alive, and to be young was very heaven."

If one single self-gratulation be in place, he has been a diligent, though somewhat desultory student.

For some years a large part of his energy has been devoted to the Ohio Teachers' Reading Circle. He has contributed a little to the "making of many books," of which "there is no end."

PROF. CHAS. ALEXANDER ARMSTRONG

A most successful educator of Canton, Ohio, was born in Wheeling, West Virginia, in 1865, his father being John H. Armstrong, a paper manufacturer of that city. His early education was secured in public schools of Ohio, after which he took a course of studies at Mount Union College, Alliance, Ohio, graduating in 1893 with the degree of Bachelor of Arts. He first began teaching in 1887 in a country school near Canton, Ohio, and remained there three years, after which came a year in a school in Southwestern Kentucky. Returning to Ohio he became principal of a Ward Building at Canton in 1893, and in 1895 was appointed a teacher in the Canton High School, continuing in that capacity up to 1901, when he was promoted to the principalship.

PROF. ARMSTRONG is a member of the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, the Ohio Academy of Science, the Masons, the Independent Order of Foresters, the Heptasophs, and the Methodist Episcopal church.

In 1893 he was married to Miss Alice E. Hershey, and they have a family of three children—two boys and a girl.

J. H. LOCKE

Principal of the Garfield School, Cincinnati, was born in Miami county, Ohio, in 1852, son of William and Susan Locke, the former a school teacher. His father served in the Civil War as lieutenant in the 110th Ohio Volunteer Infantry, and took part in the battles of the Wilderness, Gettysburg, Fredericksburg and Cedar Creek. At the latter place he was severely wounded, on account of which he was given an honorable discharge. He is now deceased. Our subject was educated in village schools of Ohio, graduated from the high school at New Richmond, Ohio, and took a special course in the normal school at Fostoria, Ohio. He began teaching in country schools of Clermont county, and thence taught in several schools in Hamilton county. Eight years ago he was elected principal of the Garfield School, and still officiates in this position.

MR. LOCKE is a Mason, a member of the Ohio State Teachers' Reading Circle, and all the local educational organizations of Cincinnati. In December, 1875, he was married to Miss Mary Davis, and they have one child, a daughter, a graduate of the Wyoming High School.



EDMUND A. JONES

Ohio, as a state, has contributed most nobly to the cause of education. Her government has been most generous, generous to the verge of lavishness in the matter of expenditures for school purposes. In the grand army of public school educators of the Buckeye State are numbered some twenty-eight thousand persons. The majority of these were born on Ohio's own soil, and as the product of one of the United States' greatest commonwealths are certainly not to be mentioned save with pride. When one among these is elected to the envied position of State Commissioner of Common Schools his elevation to that office must certainly be due to inherent merit.

Upon such a basis and upon such foundation was returned Mr. EDMOND A. JONES on November 8, 1903. His exceptional abilities, his genial personality, his masterly scholarship, his technical training, all were brought into consideration when his name was mentioned

in connection with the candidacy for the high office which he now so efficiently fills.

Mr. Jones was born in Rockville, Massachusetts, February 11, 1842. His ancestors were natives of the same state, his great-grandfather having been born at Medway, Massachusetts about the middle of the eighteenth century. His father and grandfather were both teachers in their native state of Massachusetts, the former reaching the age of 84 years at his death in 1899.

Mr. Jones received his early education in the common schools, and after further preparation for college at Mt. Hollis Academy, in 1860 entered Amherst College. After completing his sophomore year in that institution, he offered his services in defense of his country, and was assigned to Company B, 42d Massachusetts Regiment of Infantry. His regiment was sent at once to join General Banks' command at New Orleans. In the

first battle in which he was engaged, at Bayou La Fourche, in June, 1863, he was seriously wounded. In the following month, after his Colonel had recommended him for promotion because of meritorious service, he was honorably discharged. In the fall of the same year, 1863, he re-entered Amherst College, from which institution he received a degree of Bachelor of Arts, in 1865, and the degree of Master of Arts in 1865. Both before and after his military service, he was president of his class in college, having this honor at the time of his graduation.

Mr. Jones' career as a teacher began in Illinois in 1865, where he taught in an academy, to the principalship of which he had been promoted before leaving Ohio in 1869.

In October, 1869, he accepted the superintendency of the schools at Massillon, which position he occupied for four years. He then assumed control of the schools at Marietta for a period of two years. His work at Massillon had been so satisfactory to the people of that city that they induced him to return. Faithfully and efficiently for the last twenty-nine years has he served that city, whose people were only willing to release him to accept the honors of the office to which he has been elected by the people of the State. In proof of this, when the city of Cleveland, in 1889, offered him increased salary to come to that city, Massillon promptly met the offer, and retained him in the position he had filled so long and so acceptably to the patrons of her schools.

In 1903, Mr. Jones had conferred upon him the degree of Doctor of Philosophy from the Ohio University at Athens, Ohio, a well deserved honor. In his new position as State Commissioner of Schools Mr. Jones enters upon a task he is well qualified to fill and the confidence of the people is with him.

W. D. LASH

There is no calling, vocation or profession more exacting in its demands, or that requires more varied qualifications, than that of the public school teacher. The one who engages in this field of labor must be possessed of sound learning, executive ability, subtle judgment, and an infinite fund of patience, beside a score of auxiliary requirements, in order to achieve permanent success.

These necessary qualifications are possessed in full measure by the subject of this sketch, Mr. W. D. LASH, one of Ohio's most experienced educators, who has been actively engaged in this field of labor for the last third of a century. Mr. Lash is a native Ohioan, having been born on the farm of his father, Jacob Lash in Athens, this State, July 24, 1846. Three sons and a daughter comprised the family, all still living with the exception of one son, who deceased in Indianapolis in 1903. Mr. Lash attended the country schools south of Athens in his early youth, and after passing through the various grades entered the Ohio University, from which institution he successfully graduated in

1871. In the same year he auspiciously began his career as a public instructor as principal of the High School at Jackson, Ohio, giving such excellent service in that capacity that he was promoted superintendent before the expiration of the year. In 1872 Mr. Lash removed to Zanesville, where for three years he was Assistant Principal of the High School, being promoted to the Principalship in 1875, and in 1878 he was still farther advanced by being appointed Superintendent, and this position he has continued to hold ever since, fulfilling its arduous duties in a manner ever reflecting the highest credit upon his judgment and ability.

Mr. Lash is a member of the National Educational Association, the Ohio State Teachers' Association, the Ohio Teachers' Reading Circle, and is affiliated with the Royal Arcanum, Mystic Circle and National Union Insurance Company. He is a foremost member of the First Presbyterian Church of Zanesville, being a ruling elder.

On October 28, 1873, Mr. Lash was united in marriage to Miss Jenet W. Griffin, and they have had four children, three of whom survive.

DANIEL J. SCHAEFER

This gentleman is known in the educational world as an instructor of mature experience and superior ability, as a capable disciplinarian and most effective teacher, one who ever secures the best results attainable. Education has been his pursuit since his sixth year, and all his interests are wrapped up in the art pedagogical.

MR. SCHAEFER was born in Muskingum County, Ohio, on the farm of his father, John Schaefer, who was a native of Brooklyn, New York, and mother Sarah Schaefer, nee Willey, of Gratiot, Ohio. The latter's brother was treasurer of Muskingum County from 1880 to 1890. The family consisted of two sons and three daughters, of whom those living are two girls and the subject of this sketch. As a youth for twelve years he attended the country schools of Sub-district No. 7, Hopewell Township, Muskingum County, then took a year's course at the Ohio Wesleyan College and subsequently studied for five years in the Ohio Normal School, 1891-1896, graduating from the latter and receiving the degrees of Bachelor of Arts in 1896 and Master of Arts in 1897. His teaching career began in 1889, in Hopewell Township, Perry County, from whence he went, successively, to Hopewell, Muskingum County, (one year); Bowling Green, Licking County, (three years), and Hopewell, Muskingum County, (two years). In 1898 Mr. Schaefer was appointed Principal of the Dresden High School, and this responsible position he has continued to fill in the most proficient manner.

Mr. Schaefer is secretary of the Muskingum County Teachers' Reading Circle, is County Examiner, and holds membership in the Eastern Ohio Teachers' Association, the Masonic Order and the Odd Fellows.



EMILIUS OVIATT RANDALL

For this sketch we are indebted mainly to the "History of the Republican Party in Ohio," edited by the late Joseph B. Smith, State Librarian. EMILIUS O. RANDALL has wielded an unmistakable influence in literary circles and has been a potent factor in the educational development of the capital city. He was born in the village of Richfield, Summit county, Ohio, October 28, 1850, and is the son of the Reverend David A. and Harriet (Oviatt) Randall, natives of Connecticut and descendants of early Puritan stock. His ancestral history is one of close connection with the events which formed the early annals of the nation. Both his paternal and maternal great-grandfathers were soldiers in the American Revolution. Mr. Randall acquired his preliminary education in the public schools of Columbus, Ohio; afterwards he continued his preparatory studies in Phillips Academy, Andover, Mass.; he entered Cornell University in 1870, and was graduated at that institution

in the Class of 1874 in the literary course, with a degree of Ph. B.; he then pursued a two years' post-graduate course at Cornell and in Europe, especially devoting himself to the study of history. From 1878 to 1888 his attention was given to mercantile life and to literary pursuits in Columbus. In the intervals of business he read law under the direction of Mr. Frank C. Hubbard, a prominent member of the Columbus Bar. He was admitted to practice by the Supreme Court of Ohio in June, 1890, and was graduated at the College of Law of the Ohio State University in 1892 with the degrees of LL. B. and LL. M. The same year he was made instructor in the College of Law, O. S. U., which position he held until 1894 when he was elected to a professorship in the above institution, which position he still retains. On the 14th day of May, 1895, he was appointed Reporter for the Ohio Supreme Court by the Judges of that court, who recognized his eminent fitness for that posi-

tion. He still serves in that official capacity and has published and edited twenty volumes of the decisions of the court. He annotated and published a volume entitled "The Ohio Law of Negotiable Paper." He was associate editor of the "Bench and Bar of Ohio," 2 vols., Chicago (1897). He is a member of the Advisory Board and a contributor to "The Encyclopedia Americana." It is seldom that a man who has attained prestige in literary and legal circles and who devotes his life to mental development is alike successful in commercial affairs, but Mr. Randall is a man of resourceful ability and unusual business capacity. He was President of the Columbus Board of Trade in 1887, and at the same time was efficiently acting as a member of the Board of Education, holding that office from 1887 to 1889. In 1887 he was elected by the City Council, Trustee of The Columbus Public Library, and has been re-elected to that office every two years, eight successive times, by the City Council. In the spring of 1903, when the new Municipal Code went into effect, under the provisions of which the Mayor is empowered to appoint the Trustees of the City Library, Mr. Randall was named a member of the board by Mayor Robert H. Jeffrey, and has been President of that Board since his appointment. He was a member of the committee of seven chosen by the city (Columbus) constitutional convention (1891) to draft the charter for the municipal government, which charter was subsequently made a law by the legislature and continued in effect until the adoption of the new uniform Municipal Code. In 1884 he was elected a life member of the Ohio State Archaeological and Historical Society, and in February, 1903, was appointed by Governor McKinley, a Trustee of that Society, to which position he was re-appointed by Governors Bushnell, Nash and Herrick. He has also acted as Secretary of that Society since February, 1894, and has edited and published ten volumes of the Society's historical publications. In 1899 he visited and made a scholarly study of the famous communal Separatists society of Zoar and wrote a "History of the Zoar Society, A Sociological Study," which production has been credited with being a valuable contribution to American economic literature. For the last few years he has been Editor of the Ohio State Archaeological and Historical Quarterly. In association with Hon. Daniel J. Ryan, former Ohio Secretary of State, Mr. Randall is now engaged in writing "The History of Ohio," to comprise two octavo volumes which will completely cover the pioneer growth and political progress of the state. He was one of the chief factors in promoting and carrying into effect the celebration of the 100th anniversary of Ohio's organization as a state, which centennial was held at Chillicothe, May 20 and 21, 1903; serving as Secretary to the Ohio Centennial Commission appointed by Governor Nash, and presiding over two of the public sessions at the celebration. The Committee on Program named him one of the speakers, his topic being "Ohio During the American Revolution." He edited and pub-

lished in volume form the proceedings of the centennial.

For many years Mr. Randall has been a frequent lecturer upon the public platform and is the author of many pamphlets and monographs on literary and historical topics. He is in constant demand as an after-dinner speaker and has presided at many banquets on state occasions. He has always been a staunch Republican and a popular "stumper," being entertaining, logical, forceful and fair in the presentation of the principles of the party, in which his services have been effective and beneficial. He was a Delegate from the 12th Ohio Congressional District to the National Republican Convention, held in Chicago, June 20 and 21, 1904. He is a member of the American Bar Association, American Historical Association, American Library Association, National Society of American Authors. He has been a prominent member of the Society of the Sons of the American Revolution and was President of the state society in 1902, and was Delegate-at-Large from the Ohio Society to the national convention held at St. Louis, June 16 and 17, 1904. He is a member of the Delta Kappa Epsilon college and Phi Delta Phi law school Greek letter fraternities.

On October 28, 1876, Mr. Randall married Miss Mary Coy of Ithaca, N. Y., and by this marriage has three children—a daughter, Rita, and two sons, David A. and Sherman B.

S. A. MINNICK

This gentleman has been recognized in educational circles and by the public generally as an accomplished member of his profession, with which he has so long and honorably been identified, and his faithful labors in behalf of the community have been productive of an inestimable amount of good. MR. MINNICK is a native Ohioan, having been born in Montgomery county, where his father, John Minnick, was a prosperous farmer. He was one of a family of fourteen children, and of these seven are now living. Our subject secured his early education in the schools of Montgomery county, after which he entered the Normal School at Medina and successfully graduated from that institution. He engaged in teaching for some twelve years when he took up the study of medicine, entering the Long Island College, Brooklyn, N. Y., for the purpose. After graduating Mr. Minnick returned to Montgomery county and practiced medicine here for three years, when, about 1887, his love for his old vocation came back to him and he returned to school teaching. In 1892 Mr. Minnick was appointed Principal of the Fifth District School, Dayton, and this position he has filled with consummate ability. Among the institutions with which Mr. Minnick is identified are the Knights of Pythias, the Central Ohio Teachers' Association, and the Teachers' Relief Association.



ALSTON ELLIS

ALSTON ELLIS, well-known in educational circles, son of Absalom and Mary (Ellis) Ellis, was born on a farm in Kenton county, Kentucky, January 26, 1847. His father remained on the farm until 1863 when he moved to Covington, Kentucky, and engaged in a manufacturing enterprise. The father (1824-1894) and the mother (1832-1899) now "sleep the long sleep" in a beautiful cemetery near Independence, Kentucky.

The son acquired the rudiments of an education in the country schools. These were only semi-public, being supported, in great part, by subscriptions from school patrons. Later he made preparation for college in a private school, Covington, Ky., then one of the best known academies of the Middle West, presided over by Prof. S. Mead.

Before entering upon his collegiate course, he taught a country school near Carrollton, Ky., for a term of five months, receiving eight dollars per month of public money and suffi-

cient voluntary subscriptions to make a total compensation of forty dollars per month. At the close of the school, a day's ride to the homes of the school patrons was sufficient to make collection of the subscriptions due, all of which were collected save the small sum of two dollars and a half. At the expiration of the term, he returned home and worked for some months in the factory owned by his father.

In September, 1864, Mr. Ellis entered the Sophomore class of Miami University, at Oxford, Ohio, and three years later was graduated with honor. While in college he was known as a splendid Latin and Greek scholar and as a ready debater and an excellent speaker. During his Senior year, he delivered four public addresses, besides being chosen by the students to deliver the oration on Washington's birthday. Soon after he graduated he was married, July 23, 1867, to Miss Katharine Ann Cox, who was born in Westchester,

Butler county, Ohio, a daughter of Captain Abram P. and Elizabeth Cox.

In September, 1867, Mr. Ellis became principal of a ward school in Covington, Kentucky, at a salary of nine hundred dollars per year, which was increased to one thousand before the expiration of the school-year. In January, 1869, he was chosen principal of a school in Newport, Kentucky, at a salary of twelve hundred dollars per year and was, at the close of the school-year, re-elected at fifteen hundred. In July, 1871, he was made Superintendent of Schools of Hamilton, which position he filled with the greatest efficiency for over seven years, resigning in March, 1879, to accept a position with Harper Bros., with headquarters in Columbus, Ohio, at a salary of three thousand dollars per annum.

In February, 1875, he was appointed a member of the Ohio State Board of School Examiners and was at once made clerk of that body, continuing until April, 1879. In 1887, he was again made a member of the Board and in 1891 was re-appointed for a term of five years. While filling this position, in 1876, he wrote a chapter entitled "The Ungraded Schools of Ohio," for the History of Education, issued as a centennial volume and published by authority of the General Assembly of Ohio. In 1872, he was made Master of Arts by his alma mater and the same year delivered the diplomas to the graduates of the Erodolphian and Miami Union literary societies of the university. In 1888, he was chosen by the same societies to deliver the annual address.

He received the degree of Doctor of Philosophy from Wooster University in 1879 and the same degree from the Ohio State University in 1888. Two years later the Ohio State University conferred upon him the degree of Doctor of Laws and the same degree was conferred upon him by his alma mater in 1894. In 1880, he was made a member of the Victoria Institute, the Philosophical Society of Great Britain, and subsequently was made a life member of this noted institution, of which Queen Victoria was a noted patron. In the fall of 1880, he delivered the oration at the biennial convention of the Phi Delta Theta fraternity at Indianapolis, he having been an active member of this fraternity during his college course.

From 1880 to 1887, Dr. Ellis was superintendent of the Sandusky, (Ohio,) public schools and brought them to a high state of efficiency.

In 1887, he accepted his former position at the head of the Hamilton schools and entered upon the duties of the office. In Hamilton, his salary was soon increased from twenty-seven hundred dollars to three thousand dollars per annum. Soon after he first went to that city, he began to work in teachers' institutes and his services as normal instructor have been in demand ever since. For some years he devoted a portion of the winter months to work in Ohio farmers' institutes, under the authority of the Ohio State Board of Agriculture. When the Ohio Agricultural

and Mechanical College was made, by legislative act, the Ohio State University, he became a member of the new board of trustees, serving five years.

In all teachers' associations of his state he maintained a deep interest. He was president of the Superintendents' Section of the Ohio Teachers' Association in 1875. He is a life member of the Ohio Teachers' Association. He was president of this organization of teachers and friends of education in 1888 and delivered the annual address at its annual meeting held at Johnson's Island, in 1895. He has been prominently identified with the Southwestern Ohio, Northwestern Ohio, Central Ohio, Northeastern Ohio, and Southeastern Ohio Teachers' Association, serving as president of the two first named. For more than twelve years he was a member and clerk of the Butler County, (Ohio) Board of School Examiners.

In the fall of 1891, when Dr. Ellis was first tendered the presidency of the State Agricultural College of Colorado, located at Fort Collins, he declined it, but on the renewal of negotiations, in January, 1892, he accepted it for a term of five years, at an annual salary of six thousand dollars. On the departure of Dr. Ellis from Hamilton, the Butler County Teachers' Association passed highly appreciative resolutions. At his departure the late Judge P. G. Berry, on behalf of citizens of the city, publicly presented Dr. Ellis with a handsome gold watch in token of the high esteem of those whom he had served so long and so well. The late Thomas Millikin and others spoke on this occasion.

During the eight years of his presidency, of the State Agricultural College, the number of students was more than trebled (from 106 to 347) while the material prosperity of the college was shown in the remodeling and enlargement of its buildings and the erection of the larger ones now standing on the campus. A sum not less than \$50,000 was expended for scientific and technical apparatus, the number of volumes in the library reached 11,000, and the total valuation of college property amounted to a third of a million dollars.

Dr. Ellis's activities in educational circles in Colorado attracted widespread attention and made him a prominent figure in the intellectual life of that commonwealth. In December, 1893, he delivered the annual address before the Colorado Teachers' Association at Colorado Springs, and two years later he was made chairman of the College Section of that organization. In the institute work of that state he soon became a leader and it is said that during the period of his residence in Colorado he made more public addresses than any other man in the state.

In 1893, he was commissioned Colonel and Aide-de-Camp on the staff of Governor Davis H. Waite, Commander-in-chief of the militia of Colorado, and was reappointed by Governor Albert W. McIntire. While in Colorado, Dr. Ellis was also a prominent member of the American Association of Agricultural Colleges and Experiment Stations, and, at the

Minneapolis meeting of 1897, was chairman of the college section and vice-president of the general association.

In February, 1901, Dr. Ellis returned to Hamilton, Ohio, and occupied his elegant home on "The Heights." He was, at once, in demand as a speaker at public meetings and on memorial occasions. Within three months he delivered the "Decoration Day" address at Shandon; memorial addresses, Knights of Pythias, at Camden and Darrrtown; and "Commencement" addresses at Fair Haven, Eaton, and New Bremen, Ohio, and at Covington, Kentucky.

On July 18, 1901, he was unanimously elected to the presidency of the Ohio University, Athens, Ohio, the oldest higher institution of learning in the "Old Northwest," and at once entered upon the duties of his office. His term of service was fixed at three years and his compensation at \$3,500 per annum. Recently his term of service has been extended to July 1906 and his salary increased to \$5,000 per annum. The Republican-News, of Hamilton, referring editorially to Dr. Ellis's election to the presidency of Ohio University spoke as follows: "The election of Dr. Alston Ellis, M. A., Ph. D., LL. D., to be president of the Ohio University at Athens by the trustees of that institution to-day, recalls to Hamilton friends the remarkable achievements of his career as an educator in this and other states. As a public school worker, as a college president, and as the representative of influential educational publishing houses, he has established a reputation much wider than that of the county and state which now claim him with pride. By the call from Athens, Dr. Ellis is made president of Ohio University the oldest institution of learning in the State of Ohio and one from whose halls have gone some of the ablest men who have left their impress upon the history of the state and nation. The friends of the new president, and they are to be found in numbers all over the state, will rally to his support and under his efficient management Ohio University will enter upon a new era of prosperity and a more extended field of usefulness."

Since Dr. Ellis's connection with Ohio University he has been closely identified with the general educational interests of Ohio. He was in the forefront of the movement that made normal schools a part of the public school system of the state. For the years 1892 and 1893, he was president of the Ohio College Association. He is now (1904) president of the Ohio State Association of Elocutionists.

Dr. Ellis has a fine presence and a genial personality, from which an air of dignity and reserve force is rarely absent. Not only is he a fine scholar and executive officer but also as an inspiring and a thought-provoking teacher he has few equals. In classroom work in his specialties—logic, economics, civics, and history—he stands almost without a rival. Students under his instruction have the best that scholarship, enthusiasm, and ex-

perience can bring to bear upon the studies they are pursuing.

In Colorado, Dr. Ellis added to the material welfare of his adopted state not alone through the rapid upbuilding of its great industrial school and the wise ordering of the practical work of its experiment station but in the use of his means in the erection of a number of handsome dwellings, possessing architectural merit and having modern conveniences, which now ornament some of the spacious avenues of Fort Collins and afford eligible homes for a number of families.

Dr. and Mrs. Ellis were closely identified with the literary, social, and religious life of the people of the cities of Ohio and Colorado wherein they found residence. The doors of their Athens, Ohio, home—23 South Congress street—are frequently thrown open to the members of the social circle to which they belong, on which occasions geniality and open-hearted, but not ostentatious, hospitality characterize the manners of host and hostess. The "President's Reception," given annually in commencement week, is one of the events in college social life. Faculty parties, dinners to members of the governing board, receptions and luncheons for students, and other functions connected with the life of hospitable entertainers make the parlors of President Ellis's home almost as well known to those connected with or interested in university work as are the interiors of the university buildings themselves.

In Hamilton, Ohio, Dr. and Mrs. Ellis were prominently connected with the organization of "The Travelers' Club"—September 12, 1890—Dr. Ellis being its first president and holding the position until his going to Colorado. The "Tuesday Club," of Athens, Ohio, organized early in 1902, now one of the strongest factors in the literary and social life of some of the best people of the town, owed its existence, in great part, to the wisely-directed efforts of these social leaders. Dr. Ellis served as the president of this club two years and then declined a unanimous call to serve a third term.

In Sandusky, Ohio, Dr. Ellis became a member of Science Lodge No. 59, A. F. & A. M. Later he became a member of Erie Commandery No. 23, K. T. In Hamilton, Ohio, he was initiated into Lodge No. 93, B. P. O. Elks. On two occasions, he delivered the "Memorial Address" before the members and friends of the last-named fraternal order. He delivered a similar address before the B. P. O. E. of Wellston, Ohio, December 6, 1903.

President Ellis takes a high moral view of public education. His "Baccalaureate Addresses," many of which are in print, are freighted with moral wisdom embodied in choice speech. As the head of a great state school, whose financial support comes largely from the pockets of tax-payers representing, as they do, almost every shade of religious belief, he recognizes that religious instruction, as bounded by denominational lines, would be out of place in the daily chapel exercises, attendance upon which is urged upon all stu-

dents; yet these exercises, planned as they are by the president and frequently conducted by him, are not without sound moral, and even religious lessons. Private religious belief—even unbelief—of students is respected in all the work of the University, but wrongdoing is never suffered to pass unrebuked, and the necessity of educating the heart and directing the conscience—character building—is never lost sight of.

The religious affiliations of Dr. and Mrs. Ellis are now with the Presbyterian Church, as they were both at Hamilton, Ohio, and Fort Collins, Colorado. In Columbus and Sandusky, Ohio, Dr. Ellis and his wife had membership in the Congregational church.

The administration of affairs at Ohio University is of the quiet and efficient order. There is but little parade of authority on the part of the executive force of the institution. The students are generally self-respecting and self-governed. Ebullitions of "college spirit" so-called, oftentimes but another name for student rowdiness, are practically unknown at Ohio's oldest institution of learning. The desirable existing conditions in college management are largely due to the tactful force of President Ellis and the strong hold he has on the confidence and regard of the student body.

Ohio University is entering upon the second century of its history under conditions that promise well for its future wellbeing. The total annual enrollment of students has now reached the one-thousand mark. The make-up of the Faculty, the buildings and equipments now at the disposal of the different departments and colleges of the University, the increasing roll of students—representing nearly every county in Ohio and a wide territory in some of the adjoining states,—and the recently added financial support given by the state, all give assurance of a future, for the institution, in which every friend of liberal culture can have just pride.

E. E. SMOCK

This gentleman is filling the position of Superintendent of Schools in Dresden, Ohio, has officiated in this capacity for the past six years, and has proved himself by experience, training, knowledge, executive ability, and natural aptitude, to be "the right man in the right place." All the departments under his supervision have their interests carefully guarded and promoted, and all are maintained in a condition of the greatest effectiveness and usefulness.

Mr. Smock is a native Ohioan, having been born in Spencer Township, Guernsey County, son of Abraham and Anna Smock, the former a native of Westmoreland County, Pennsylvania, and the descendant of an old time honored family. Our subject was the only son in a family of five children, all of whom are living, and he early began attending the country schools, in which, altogether, he was a pupil for twelve years. He then entered Muskingum College, his course of studies extending over a period of seven years, and he

had a most creditable ending in that institution, graduating with the degrees of "P. D. B." and "M. S." Mr. Smock also taught a class during his college days, and thus laid the foundation of the thorough experience and training through which he has passed. He has since presided over schools in Frazeysburg, Cumberland, Guernsey County; Newcomerstown, Tuscarawas County, and Dresden, Muskingum County. He has resided in Dresden over six years and has become one of the prominent members of the community, esteemed by all his fellow citizens. For four years he was a member of the County Board of Examiners, Guernsey County, and held a similar position one year in Muskingum County. He is a member of the Ohio State Teachers' Association, the Ohio Teachers' Reading Circle, the Knights of Pythias and Odd Fellows, and is prominent in Masonic circles, being a Knight Templar and master of Dresden Lodge, No. 103, F. & A. M. In 1893 Mr. Smock was united to Miss Alice Hamilton, and they reside in a pleasant home in Dresden.

SHELDON FRANKLIN BALL

This gentleman, the accomplished Principal of the Central High School, Toledo, is one of the ablest educators in the State, and has performed invaluable services in this branch of public duty. As a scholar and teacher his experience has been long and most thorough. Mr. BALL was born in Indiana, July 13, 1865, son of a prosperous farmer, and one of a family of six children, three of either sex. He attended the district schools of Steuben County, Indiana, nine years, the High School at Fremont, three years, the Tri-State College at Angola, Indiana, three years, and the University at Chicago, two and a half years, graduating from the latter. He first taught school in a country district near Fremont, Indiana, later taking charge of a country school in Des Moines County, Iowa, and thence to the High School in Danville, Iowa, of which he was made Principal. He next accepted the Principalship of the High School at Columbus City, Iowa, but, resigning that position in 1893, went to Toledo, Ohio, and was made teacher of the Walbridge (four-room) School. At the end of a year he was made Principal of the Junction School, having eight rooms. He was next transferred to Broadway, a sixteen room school, as Principal, retaining that position eight years, and three years ago he was appointed Principal of the Central High School. Thus, it will be seen his promotion was constant from the outset, until his present eminent position had been attained, and one he is fitted to fill in the most eminent degree.

Mr. Ball is an active member of various organizations, among them being the Masons, Knights of Pythias, Modern Woodmen of America, Ohio Teachers' Reading Circle, National Educational Association, Ohio State Teachers' Association, and the North Central Association of High Schools.



CHARLES WILLIAM DABNEY, A. B.

CHARLES WILLIAM DABNEY, A. B., of Hampden-Sidney College, Virginia; Ph. D. of Goettingen; LL. D. of Davidson, Yale and Johns Hopkins, is a man of virile stock. Huguenot, English, Welsh, Scotch, and Scotch-Irish blood flows in his veins. The character of his blood has been illustrated in Colonel Charles Dabney of Revolutionary fame, in Meriwether Lewis, in General J. E. B. Stuart, in the Randolphs, in his own father, in Prof. Thomas R. Price of Columbia University, and in many others.

Charles William Dabney was born in 1855. His father, Robert Lewis Dabney, a man of great intellectual and moral worth, was at one time Professor of Theology in Union Seminary and later of Philosophy at the University of Texas. During the war between the states, he served as "Stonewall" Jackson's chief of staff, and afterward wrote the biography of General Jackson. Charles W. Dabney's mother, Lavinia Morrison is the daughter of the Rev. James Morrison of New Providence Church, Rockbridge county, Virginia. She comes of a North Carolina family and is a cousin of the wife of "Stonewall" Jackson.

After being prepared for college by his father, Charles entered Hampden-Sidney College, where he graduated in 1873. He taught school for a year and then entered the Uni-

versity of Virginia in the fall of 1874. Influenced by the work of Dr. J. W. Mallet, young Dabney promptly decided to make a specialty of chemistry, and therefore, while at the University of Virginia, he devoted his time chiefly to this science and related scientific subjects, and to the modern languages. During the session of 1877-78 he served as Professor of Chemistry in Emory and Henry College, Virginia.

For the purpose of better fitting himself for his work in Chemistry, Mr. Dabney went to Germany in 1878, and studied under Wochler, Huebner, Listing and Klein at Goettingen, and under Hoffman, Helmholtz, and DuBois Raymond at Berlin, making chemistry his major, physics and mineralogy his minor subjects. He received the degree of Doctor of Philosophy at Goettingen in 1880, presenting a thesis in organic chemistry which, with high commendation, was published in the *Annalen der Chemie*.

Before he left Europe, Dr. Dabney was elected Professor of Natural Science at Central University, Ky., and Professor of Chemistry at the University of North Carolina. He decided to go to North Carolina, and was immediately tendered the position of State Chemist and Director of the Agricultural Experiment Station of that state, which position

he accepted in preference to the professorship because it offered ampler facilities for scientific work. He built the laboratories of the agricultural experiment station and established the experimental farm at Raleigh. He organized a corps of scientific assistants and worked there for seven years, doing much to develop the resources of the state and to bring them to the attention of the business world. He advocated, through newspaper articles and public speeches, the introduction of scientific studies alongside of the classics in southern institutions, and was largely instrumental in establishing the Industrial School at Raleigh, which afterwards became the North Carolina College of Agricultural and Mechanical Arts.

He organized and directed the state exhibits of North Carolina at the Atlanta, Boston, and New Orleans Expositions, and at the last named he was also chief of the department of government and state exhibits. In this capacity he visited many states for the purpose of interesting capital in the development of the natural resources of the South. The remarkable development of the industries of North Carolina dates from this period.

Meanwhile, in August, 1881, Dr. Dabney had married Mary Brent, daughter of Major Thomas Y. Brent, of Paris, Kentucky, a woman of rare charm of manner, unusual culture and refinement, a lady of the old-school, in whom gentle dignity and sweet graciousness unite. She is a woman of noble character and lofty ideals, and has been of vast help to her husband in his work.

In 1887 Dr. Dabney was appointed Director of the Agricultural Experiment Station of Tennessee, and a short time afterward he was elected president of the University of Tennessee. For the next decade and a half, the story of his life is largely the story of the growth and progress of that institution. When he accepted the presidency, the University of Tennessee was a small college of only 125 students and an income of about \$30,000. This had been the condition of its affairs for scores of years, but during Dr. Dabney's connection with the institution the attendance grew steadily until now it numbers from 700 to 800 in all departments and its income has increased proportionately. New departments of law, agriculture, and education, and a great summer normal school were established under his administration, and buildings and equipments to the value of \$300,000 were added.

Without Dr. Dabney's knowledge he was selected by President Cleveland at the beginning of his second term for the position of Assistant Secretary of Agriculture. The Board of Trustees of the University gave Dr. Dabney a leave of absence for four years on condition that he should continue to look after the general affairs of the University, and should come back to them at the end of that time. As Assistant Secretary of Agriculture of the United States, Dr. Dabney helped to put the scientific bureaux of the Department of Agriculture under civil service, established the Bureau of Soils and that of Agrostology, and did much to develop other scientific

agencies. At the close of his term of office he was requested by Secretary Wilson and President McKinley to continue in the Department, and the office of Director of Scientific Bureaux was made for him. But being under obligations to return to Tennessee, Dr. Dabney accepted this position with the understanding that he would resign on January 1, 1898, four years from the date of his entry into the Department. He was enabled thus to assist the new secretary in further organizing the scientific work of the Department. During his residence in Washington, he made a special study of the scientific work of the government departments and published a number of papers in which he pointed out the value of this work and advocated its better organization and the establishment of a great scientific institution or a national university. By this and other means he assisted in the organization of the Washington Memorial Institution, which afterwards led to the establishment of the Carnegie Institution. During this period Mr. Dabney was chairman of the Board of Government Exhibits at the Atlanta Exposition and at the Tennessee Centennial Exposition. Later he was a member of the jury of awards in agronomic at the Paris Exposition in 1900.

Returning to the University of Tennessee in 1898 Dr. Dabney again took up the work of the presidency and devoted much time to the development of the public schools of the state. This led him to take up the question of public education in the southern states, a study to which, in recent years, he has devoted much time and thought.

At an educational meeting at Winston-Salem in 1901, he proposed the organization of a board to make a campaign for better public schools and for industrial education in the South. This was followed by the establishment of the Southern Education Board and its associate board, the General Education Board. Dr. Dabney became head of the bureau of investigation and information of the Southern Education Board at Knoxville, Tennessee, and in this capacity he labored for the improvement of the public schools of the South. He did more, perhaps, than any other man to make the Board a success. Nothing gave its work more impetus than the Summer School of the South, the first session of which was held at Knoxville in 1902, and which he originated, planned, and carried through at a cost of \$15,000.00. It was attended by thousands of southern people and by 2,019 registered students. Subsequent sessions of the summer school have been even permanently established as a regular summer feature of the University of Tennessee. Its aim being primarily to benefit southern teachers, it is contributing largely to the rapid educational advance now taking place in the South.

Dr. Dabney was selected to speak for the Southern universities at the celebration of the bi-centennial of Yale University, and at that time he received the degree of LL.D., "for services to the cause of education in the

South." He had already received the degree of LL. D. from Davidson College and from Johns Hopkins University on the occasion of its quarter centennial.

In 1904 Dr. Dabney became president of the University of Cincinnati. His inauguration into the office, which was the most auspicious occasion in the history of the University, was attended by delegates from the leading institutions of the country and evoked a remarkable demonstration of pride in their University on the part of the citizens of Cincinnati.

Even during the short time he has been at the head of the University of Cincinnati Dr. Dabney has inaugurated many movements, both intensive and extensive, for increasing the efficiency and broadening the influence of the institution. The intensive movements include those toward a completer organization and closer affiliation of all the departments of the University, toward raising the standard of its scholarship, securing larger endowments, and improving its buildings and equipments. The extensive movements include those toward securing closer relations between the University and the public school systems of the city, of the state, and of the country at large, and with other recognized universities. Through all of these efforts Dr. Dabney has already assumed a prominent place among the educators of his adopted state.

Dr. Dabney is a man of broad and diversified culture, and, being a conscientious Christian, he has fostered directly and indirectly every movement for righteousness. His life has been ruled by a consistent and noble purpose. When a student at the University of Virginia, he deliberately selected chemistry and the related sciences, partly from a natural bent, under the strong influence of Dr. Mallet, but chiefly because he thought that through this science he could be useful in the development of the natural resources of the South. Soon realizing that this development could only be brought about with technically trained men, he became an advocate of scientific and technical education. More experience and a broader view led him to see that the greatest resources of the South lay in its untrained boys and girls, and he was led thus to enter the field of general education. After having, to a certain extent, realized, in the University of Tennessee, his ideal of the true American University as the fountain head of all education, general, technical, and professional, and thus of all progress, he brings this ideal with him to Ohio, to be again realized in the University of Cincinnati.

Dr. Dabney is a member of the Phi Gamma Delta fraternity, the Cosmos Club of Wash-

ington, the Queen City Club of Cincinnati, the National Educational Association, the Southern Educational Association, the Allied Educational Associations of Ohio, the Schoolmasters and the Literary Club of Cincinnati, the Washington Academy of Science, The American Association of Social Science, the American Association for the Advancement of Science, the Ohio Academy of Science, and many other like organizations, social, educational, scientific, and honorary, both in Europe and America.

Dr. Dabney's scientific publications have appeared in the *American Chemical Journal in Science*, in the reports of the American Association for the Advancement of Science, and of the several institutions and societies with which he has been connected. His official reports are included in the Reports of the North Carolina Experiment Station, the Reports of the Tennessee Experiment Station, the *University of Tennessee Record*, the Reports of the United States Department of Agriculture, the Reports of the Paris Exposition of 1900, the Reports of the Southern Education Board, etc.

His addresses and educational papers have appeared in various magazines and reviews. Among them are "Washington's University," in the *Forum*, February 1900 — an address delivered at the memorial celebration held under the auspices of the Washington Memorial Association at Washington, D. C., on the occasion of the centennial of the death of George Washington; "Scientific Education in the South," in the *Cosmopolitan*; "A National Department of Science," and "The National University," in *Science*, 1897; "the College and the National Defense," proceedings of the Association of American Colleges, 1899; "The Public School Problem in the South," an address at Carnegie Hall, New York and "Jefferson the Seer," proceedings of the Conference for Education in the South, 1901; etc. He writes and speaks with great vigor and directness.

He prepared the chapter on "Agricultural Education" for the volume on Education in the United States, edited by President Butler of Columbia University. He contributed articles on "Agricultural Education," "Condition and Progress of Agriculture," "Agricultural Experiment Stations in the United States Department of Agriculture," and "Canadian Agriculture," for the last edition of the *Encyclopedia Britannica*, etc. He now has in preparation for Macmillan and Company, a *History of Education in the South*.

5

JOSHUA H. JONES, A.M., D.D.

President of Wilberforce University at Wilberforce, Ohio, the oldest college for the education of colored youth in the United States, has long been engaged in educational work, and his labors have been productive of lasting good. The Reverend Doctor was born at Pine Plains, South Carolina, June 15, 1856, son of Joseph and Sylvia Jones. His father was a farmer by vocation and a man of much moral worth.

On completing his public school studies he entered Claflin University, at Orangeburg, South Carolina, and graduated therefrom in 1874, with the degree of Bachelor of Arts. Later he took a course at Wilberforce University, and was graduated in 1887, with the degree of Bachelor of Divinity. He has since had conferred upon him the degrees of Master of Arts and Doctor Divinity. He first taught school at Fort Mott, South Carolina, and then entered the ministry of the A. M. E. Church in which he achieved an excellent reputation, being an eloquent speaker and earnest exhorter. Five years ago he resigned from the pulpit to become president of Wilberforce University, and under his leadership the college has largely increased its resources and influence.

DOCTOR JONES is a member of the Presidents' Association of the State of Ohio and the National Teachers' Association. In 1875 he was married to Miss Elizabeth Martin, by whom he had four children. Some years after her decease he was united to his present wife, formerly Miss Augusta E. Clarke, to whom he was joined in 1887.

AUGUSTUS B. CHURCH, A. B., A. M., D. D.

President of Buchtel College, Akron, Ohio, has long been active in the educational field, and is prominently known to the public.

He was born in North Norwich, Chenango County, New York, January 11, 1858, his parents being A. William Church, musician and agriculturalist, and Catherine (Conklin) Church. He was given a most thorough education. After studying in his home district school he became a student in the Sherburne Union School, and on leaving there entered Clinton Liberal Institute at Fort Plain, New York, thence going to St. Lawrence University at Canton, New York.

He was graduated from the Clinton Liberal Institute in 1882, and from the St. Lawrence University in 1886 and 1888, earning the degrees of A. B., A. M., and D. D. The first term of school taught by DR. CHURCH was at the Park school district, Columbus, New York, after which his services were enlisted in the high schools at Canton and Colton, New York. After being for thirteen years in the active work of the ministry, he was called to Buchtel College, Akron, and has proved one of the ablest presidents that worthy institution has ever had. Dr. Church is a member of the Ohio State Teachers' Association, and a member of the Masonic fra-

ternity. In September, 1889, he was married to Miss Anne Atwood, of Canton, N. Y., and they have a family of four children.

MISS MARY EVANS

The above named lady is one of the best known educators in Ohio. Her professional career began in 1860, and her life has been one continued round of usefulness, of study for the advancement of the human race. Miss EVANS was born in Philadelphia, February 11, 1841, and secured her earlier education at an academy in Woodbury, New Jersey and a private school in her native city. Later she became a student in Mount Holyoke Seminary, South Hadley, Massachusetts, graduating in July, 1860, and was then appointed instructor in Latin and History at that institution, continuing in that capacity up to 1868.

In the latter year she was elected principal of Lake Erie Seminary and later became president of Lake Erie College, at Painesville, Ohio, and has continued to hold this position to the present time.

Her administration has been a most successful one, and much good has been accomplished. Miss Evans is a member of the Ohio College Association and has a legion of friends in both professional and social circles.

M. F. ANDREW

Principal of the 25th District School, Fairmount, Cincinnati, has been engaged in educational work for upward of a quarter century, and his circle of acquaintances in the educational world is probably more extensive than that of anyone else in the State. Mr. Andrew is a Buckeye by birth, having been born near Amesville, Athens county, in 1858, son of John R. and Elizabeth Andrew, the former a carpenter and builder.

He was educated in the public schools of Athens county, Ohio, and afterward took a course in the Lebanon Normal School, from which he was graduated in 1891. His engagements as a teacher were as follows: Athens county, three years; Lawrence county, one year; Pickaway county, three years; Scioto county, three years; Pike county, three years as superintendent; principal of the Cheviot school, Cincinnati, two years; Linwood school nine years; assistant superintendent, Cincinnati, one year; 25th District School, his present position, two years.

Mr. Andrew is a member of the Ohio State Teachers' Association, the National Educational Association, the Southwestern Ohio Teachers' Association, the Cincinnati Principals' Association, and the Masonic Order. In 1885 he was married to Miss Melissa Busic of Five Points, Pickaway county, Ohio, who died in November, 1902, they had six children, two daughters and four sons. The eldest daughter is now taking a classical course at Lebanon, Ohio. In November, 1903, he was again married to Miss Elizabeth Willson of Jasper, Pike county, Ohio.



WILLIAM OXLEY THOMPSON

WILLIAM OXLEY THOMPSON, the honored President of the Ohio State University, has a national reputation as a divine and scholar and is recognized as an authority in all matters identified with the world of education. His experience has been most thorough, through the important positions he has held and the advantages thus offered for gaining knowledge, while, during his life from youth up, he has ever been a close student and deep thinker. President Thompson was born in Cambridge, Guernsey County, Ohio, November 5, 1855, his parents being David Glen and Agnes Miranda Thompson. His first schooling was obtained in the villages of New Concord, and Brownsville, Ohio.

While not at school young Thompson worked on his father's farm, reading and studying whenever chance offered, and having by his labors accumulated sufficient money for the purpose he entered Muskingum College, taking a classical course, and in 1878, had the honor of graduating at the head of his class, and of securing the degree of Bachelor of Arts.

Mr. Thompson then took up the study of theology for which he had a strong predilection, entering the Western Theological Sem-

inary, Allegheny City, Pa., and in 1882 he graduated with honors. In 1897 the Western University of Pennsylvania at Allegheny, Pa., gave him the honorary degree of Doctor of Laws, while his Alma Mater conferred upon him in 1881, the degree of Master of Arts, and in 1891 that of Doctor of Divinity, all well deserved honors. In 1882 Mr. Thompson, on leaving the theological seminary, went to Odebolt, Iowa, to become pastor of a congregation there. Prior to this, in April, 1881, he had been licensed by the Presbytery of Zanesville at Dresden, Ohio, and in July, 1882, at Fort Dodge, Iowa, he was ordained by the Presbytery there assembled. In 1885 he removed to Longmont, Col., where he held a pastorate for over six years, four years of which period he was president of the Longmont College, which was first opened during his stay at that place. At the expiration of this period, or, to be exact, in 1891, Mr. Thompson was chosen president of the Miami University, at Oxford, Ohio, and he officiated in this capacity up to 1899, when he was tendered and accepted the coveted position of President of the Ohio State University, a position he continues to fill with marked distinction.



MISS LILLIAN WYCKOFF JOHNSON, Ph. D.

President of the Western College for Women, at Oxford, Butler County, Ohio, was born in Memphis, Tennessee, June 16, 1864, her parents being John Cumming Johnson, manufacturer, and M. Elizabeth (Fisher) Johnson. DR. JOHNSON was educated in private schools in Memphis until 1878 when, refugeeing in Dayton from the yellow fever, she attended the Cooper Academy of that city during the session of 1878-79. The next four years were spent at Wellesley College, two in the preparatory department. In 1889 she went to the University of Michigan, where she received the Degree of Bachelor of Arts in 1891. In the interim between her stay at Wellesley and the University of Michigan, she spent one year at the State Normal School at Cortland, N. Y.

Her professional career began as a teacher in the Hope Night School, Memphis, after which she taught in the Clara Conway Insti-

tute in Memphis. From 1893 to 1897, Miss Johnson was Instructor in History in Vassar College. From 1897 to 1899 she traveled and studied in Europe. The fall of 1899 she entered Cornell University as the holder of the Andrew D. White Historical Fellowship and she received from Cornell University in 1902 the degree of Doctor of Philosophy in Mediæval History. In 1902 she was called to the University of Tennessee as Professor of History in the Department of Education and remained with that institution until she was elected president of the Western College for Women.

Dr. Johnson is a member of the American Historical Association, the Association of Collegiate Alumnae, the Southern Association of College Women and the Baltimore Association for the promotion of University Education, and is an honorary member of the Vassar Alumnae Historical Association.



JOHN M. DAVIS

There are many institutions of learning in Ohio, but none that is surrounded with a greater degree of revered distinction by its alumni than Rio Grande College, of Rio Grande, this State. Many now well known in various walks of life are pleased to call it their "alma mater." And of these of the present generation, all have graduated under the regime of the now President, PROFESSOR JOHN M. DAVIS, who has held this honored incumbency since 1887, but who has been identified with the College for over a quarter of a century. John M. Davis, a typical "self made" American, is a "Buckeye," his birth having occurred November 16, 1846, at Harrisonville, Meigs County, his parents being William and Samantha (Chase) Davis. His early education was received in the public schools of Scipio township, his native county, and, at the age of sixteen, he also studied in Franklin College, Albany, Ohio, for twelve weeks. It was also at this age he had one of his life's most interesting experiences. It was while the nation was plunged into that awful internecine strife—the War of the Rebellion. In 1863, he then being but a youth of sixteen, served the United States government as an army teamster on the Kanawha and Gauley rivers in West Virginia, also as a boatman on a government vessel on the Ohio and Kana-

wha rivers, engaged in transporting soldiers and supplies.

At the age of eighteen he enlisted as a private in Company E., 188th Ohio Volunteer Infantry, and was in active service for over seven months, his regiment operating in middle Tennessee from March 9 until September 22, 1865, and he performed all duties that fell to his lot with patriotic zeal. When peace times came he devoted himself once more to study. On April 1, 1868, he entered the Ohio University at Athens, Ohio, and was graduated June 26, 1873. In 1886, after three years of home study and examinations, he had conferred upon him from the University of Wooster, Ohio, the degree of Doctor of Philosophy. Professor Davis also studied theology and is a minister in the Free Baptist Church, having been ordained at Ridgeville, Indiana, in 1875. He has done much ministerial work in connection with his educational labors. For two years he was president of the Ohio Free Communion Baptist Association, and was a delegate to the sessions of the Free Baptist General Conference held at Minneapolis, October, 1883; Lowell, Mass., October, 1892; and at Hillsdale, Michigan, October, 1904. At the conference held in Lowell in 1892 he had the distinction of delivering the opening sermon, and his handling

of the subject in hand gained him much complimentary notice. Professor Davis is a member of the Southeastern Ohio Teachers' Association, and was its president in 1887-1888. His pedagogical career began at an early age. In the winter of 1864 he taught school in Scipio township, Meigs County, Ohio, and, later, rural and select schools in Bedford and Rutland townships, same county. From 1872 to 1874 he was principal of the preparatory department of the Ohio University; 1874-78, acting president of Ridgeville College, Indiana; 1878-79, principal Wilkesville Academy, Ohio. In August, 1879 he became a teacher in Rio Grande College, was appointed president of that institution in June, 1887, and still ably fills that honored position.

On June 22, 1876, Professor Davis was married to Miss Jane Elliott Boyd, who had the distinction to be the second lady to graduate from the Ohio University, and the further honor of receiving her diploma from the hands of Rutherford B. Hayes, president of the United States.

BENJAMIN T. JONES

Has had a lengthy, active and most interesting career. He was born February 11, 1843, in Wayne county, Ohio. His father, David K. Jones, formerly a dry goods merchant, is still living at the ripe age of ninety, at Shreve, Ohio. His early education was obtained in the public schools in his native county. Subsequently he spent two years in the Vermilion Institute at Hayesville, Ohio. He began teaching in 1862, near Shreve, Ohio, but the Civil War being in progress then, and Volunteers being called for, he quit teaching and enlisted as a private in the 120 Regiment, Ohio Volunteer Infantry, when nineteen years of age. Through faithful performance of his soldierly duties he was made Sergeant-Major, in 1863, was further promoted to a first lieutenancy, and in 1864 was made captain of Company G, 120th Regiment.

Later in the same year he was captured prisoner at Snaggy Point, Louisiana, on the Red River, and taken to Tyler, Texas, where he was incarcerated in a military prison for six months, his release being effected in November 1864, and in 1865, he was mustered out of service by reason of the consolidation of his regiment with another. He then entered Bethany College, West Virginia, and was graduated from that institution in 1868 with the degree of Bachelor of Arts, later having the degree of Master of Arts conferred upon him.

He was given the position of assistant professor of Latin and Greek at Bethany College. After teaching in that capacity for four years, he resigned to enter business at Shreve Ohio. He followed this vocation for a year, when he returned to pedagogical work, and taught a private school for a year as principal. In 1874 he was elected superintendent of schools at Millersburg, Ohio, for two years. Thence he went to Ashland, Ohio, as superintendent for three years, and then to Buchtel

College, Akron, Ohio, as professor one year of English, of Latin and Greek. His next incumbency was superintendent of schools at Bellaire, Ohio, where he remained for fourteen years. Declined a re-appointment because the Board of Education adopted a course of study he objected to. Subsequent engagements were:—instructor in the normal school at Smithville, Ohio, one year; principal and teacher at Wadsworth, Ohio, two years, and in 1899 he went to Cleveland, Ohio, as night school teacher and high school substitute in the high schools. After a year in these capacities he taught for a year in the East High School, and then was assigned to the South High School, where he has since continued as instructor of English and Latin. CAPTAIN JONES was first honor man in the graduating class of '68, Bethany College. He is a member of the Grand Army of the Republic, and his record is one in which he may justly take pride.

BECK, BERGENER & CO

This is the second oldest book house in Columbus in length of continuous existence, and is one of the first in the favor and patronage of the public. One of the specialties of the firm is the handling of readers, text-books and school supplies of every description for grammar and high schools, and in this department they have long enjoyed a very extensive trade, being held in high favor by both teachers and pupils on account of the very liberal methods followed by them in all their dealings. They keep on hand all the latest standard school books adopted by the board of education and these are sold at lowest possible prices.

This house is almost a half century old, having been founded some forty-five years ago by Frederick Uhlmann. This gentleman's career was ended in a most melancholy manner, he being lost at sea from the steamship Schiller, while en route to a visit to his native country—Germany.

The changes in the firm name from the foundation of the house were as follows: Frederick Uhlmann; Uhlmann & Glock; Glock & Son; Glock & Beck, 1885, and three years ago the present firm was organized, the co-partners being Messrs George Beck, A. H. Bergener and John Lehr, all native born Ohioans, and thoroughly experienced, enterprising, up-to-date merchants. For business uses they occupy very commodious, admirably appointed quarters, wherein is carried a very heavy stock of wall paper, fancy and staple, stationery, office supplies, artists' materials, school supplies, standard works of fiction, toilet specialties, holiday and birthday presents, gold pens, fountain pens, pictures, frames and novelties in profusion, and pictures are framed to order in any desired style. Wall paper is made a leading feature, and the assortment is so exhaustively complete that the hardest to please can here have their wants satisfactorily filled.



CHARLES FRANKLIN THWING

The Western Reserve University, founded in 1826, has long been noted as one of the foremost institutions of learning in the land.

Its curriculum is sufficiently exhaustive, its faculty ever chosen from the ablest, and the various courses of instruction are conducted in such a wise manner as to be productive of the most material results.

Since 1890, CHARLES FRANKLIN THWING has been president of this noted University, and under his leadership the efficiency of the institution has expanded, its influence developed, its admirable reputation become more widespread. He came to the University heralded by former accomplishments, and since his inauguration has carried out a system of procedure that has redounded to his lasting credit.

President Thwing was born in the Pine Tree State, his birth-place being New Sharon, Maine, his natal day the ninth of November, 1853, his parents Joseph P. and Hannah M. C. (Hopkins) Thwing, the former a now retired business man. His earliest education was received in the public schools, followed by a course at Phillip's Academy, Andover, Massachusetts, and then a course of studies in world-famed Harvard College, from which he graduated in 1876. From that time until his appointment to the presidency of the Western Reserve University, his career was a record of ability well applied and duly awarded.

He has received the degree of "D. D.," and also of "LL. D.," from several colleges. On September 18, 1879, President Thwing was married to Miss Carrie T. Butler, and their union has been blessed with three children.



LEROY A. BELT, A. M., D. D.

In the annals of education in Ohio, in which so many distinguished names appear, a position of prominence is occupied by the subject of this sketch. His career has been distinctively a most successful one, replete with beneficent work and professional triumphs. Though unobtrusive in his methods, yet his untiring energy, conscientious efforts, and persistent labors have been resultant of the utmost good and uplift in every field in which he has exercised his talents. He is one of Ohio's veteran educators and divines, a scholar of profound depth, a gentleman of rare literary attainments, and most engaging personality.

As "by their works shall ye know them," so shall his life-work ever breathe the incense of noble devotion to the cause of morality and humanity. LEROY A. BELT, who has earned the degree of M. D., is an Ohioan by birth, having been born in Galena, Berkshire Township, this State, January 13, 1837. He was raised on the farm owned by his worthy parents, Alvin T. and Barbara Belt, both now deceased, and experienced the usual life of a country boy, attending the district school near Galena in the winter, and working on the farm in summer. Ever ambitious to learn and secure a higher education he finally entered the Ohio Wesleyan University at Delaware, Ohio, whither his parents moved when

he was at the age of 13, and after taking a full course of studies, was graduated from that institution with honors, in 1861. In the same year he entered upon a ministerial career, spreading the light of the Gospel, the divine influence of the Scriptures, and his natural eloquence and scholarship and forcefulness enabled him to accomplish much good in the Master's service. As pastor and presiding elder he has traveled over the northwest quarter of Ohio without intermission from labor except as he has served the church as delegate to the General Conference every four years since 1876. He retired from the ministry four years ago to become president of the Ohio Northern University at Ada, Ohio, a position for which his experience and erudition have equipped him in an eminently high degree, and in which he is winning fresh laurels to add to his already excellent reputation. Under his leadership the university is increasing its field of usefulness and maintaining that efficiency for which it has been renowned. Dr. Belt is a valued member of the Masonic Order, also of the Beta Theta Pi Greek letter fraternity. On July 20, 1862, he was married to Miss Rachel Burgett, a lady of admirable attainments, and they have had four children, two of whom are deceased. Two sons survive, and both are physicians, now practising in Kenton, Ohio.



WILLIAM FRANCIS WHITLOCK, D. D., LL. D.

DR. WHITLOCK is one of the oldest and best known of Ohio's educators and divines, and has a splendid record to his credit. He was born west of Dayton, in Montgomery county, Ohio, on the farm owned by his parents, Elias Baker Whitlock and Mary (Johnson) Whitlock. His earlier education was secured in the district and village schools near his birthplace, after which he attended school at West Chester, Butler county, Ohio, and then followed a preparatory and collegiate course in the Ohio Wesleyan University, from which he was graduated in 1859. In 1879 he received the degree of Doctor of Divinity from Baldwin University, Berea, Ohio, and in 1899 had the degree of LL. D., conferred upon him by Syracuse University, of Syracuse, New York. He first taught in district schools in Montgomery and Preble counties, Ohio, and in 1857 was elected superintendent of the city schools of Delaware, Ohio. Since March 3, 1859, he has been a teacher in the Ohio Wesleyan University. From 1859 to 1864 he was a tutor in ancient languages, and from the latter year up to the present time has been professor of Latin. In the years 1876-7, he was instrumental in the organization of the chair of

English language and literature and accepted its duties as extra work until a regular professor was employed. From 1877 to 1883 he officiated as Dean of the Ladies' Department of the University. He has represented the North Ohio Conference in the General Conference—the supreme council of the Methodist church—ever since 1884. From the latter year to the present he has been a member of the publishing committee of the church, and since 1893 has been chairman of that committee. For many years he has held membership in the Association of Ohio Colleges, and is also a member of the Central Ohio Schoolmasters' Club. Dr. Whitlock has written quite extensively for the periodical press of Methodism, and in 1903 wrote "The Story of the Book Concerns," an outline history of the great publishing interests of Methodism.

On August 2, 1865, he was married to Miss Martha Jane Howe, of Delaware, Ohio, with whom he lived happily for thirty-five years, or up to October, 1900, when her lamented decease occurred.

Dr. Whitlock is a profound scholar, a close student, an eloquent speaker, and commands the highest esteem of all who know him.



STEPHEN WESTON, PH. D.

President of Antioch College, Yellow Springs, Greene county, Ohio, was born in Madison, Maine, in 1855, and up to the age of nine lived on the farm of his parents, Reuel Weston and Esther Burns Weston.

There he attended the public schools, and on removing to Skowhegan, Maine, where he lived until fourteen years of age, continued his school studies there. Next, he entered the preparatory school of Antioch College, and later took a full collegiate course, graduating in 1879.

He also took two years of graduate work at the University of Michigan and two years at Columbia University. He taught first in a country school near Yellow Springs for a year, and later became an instructor in Columbia

University. On concluding his services there Professor Weston was appointed associate professor of Political and Social Science in Western Reserve University, at Cleveland, Ohio, continuing there until his election as President of Antioch College. This is a non-sectarian Christian institution, open to both sexes. Classical and scientific studies are given special attention. Under the present president its usefulness and efficiency have been greatly enhanced. Professor Weston is a member of the Association of Ohio Colleges, the Ohio College Presidents' Association and the Greene County Teachers' Association, and is the author of *Principles of Justice in Taxation*. In 1896 he was married to Miss Nellie P. Phinney, and they have a bright son to enliven their home.

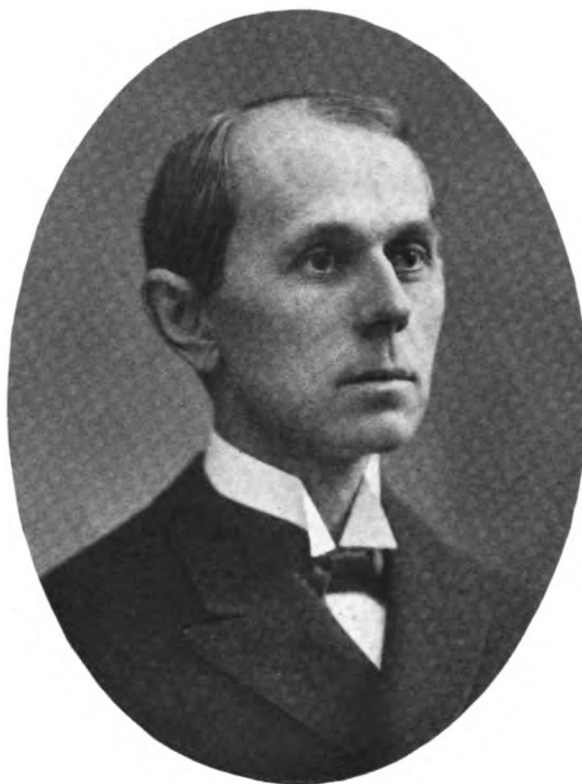


ALBERT BURDSALL RIKER

This gentleman, who has been President of Mount Union College since 1898, is one of Ohio's best known educators, having been actively engaged in the educational field for the past third of a century. He is a native of Ohio, having been born at New Albany, this state, on October 19, 1852, son of Samuel Clark Riker and Amanda S. (Cochran) Riker, the former a minister in the Methodist Episcopal Church. In his early youth he attended the public schools of Somerset, Perry county, and subsequently studied in schools at Zanesville, Portsmouth, Groveport, Lafayette, Reynoldsburg, and Mifflin township, all in Ohio. He then entered Ohio Wesleyan University, and was graduated therefrom in 1879. Mr. Riker first taught school in Hamilton township, Franklin county, Ohio, and went thence to Plain City, Madison county, Ohio, where he remained from 1872 to 1876. On graduating from college Mr. Riker accepted a call from the Methodist Episcopal church at

Worthington, Ohio, and filled the pulpit there up to 1881. His subsequent incumbencies in a similar capacity were as follows: at Columbus, Ohio, 1881 to 1884; Athens, Ohio, 1884 to 1887; Chattanooga, Tennessee, 1887 to 1891; Wheeling, West Virginia, 1891 to 1896; Charleston, West Virginia, 1896 to 1898. In the latter year he was appointed President of Mount Union College at Alliance, Ohio, and still continues to most efficiently discharge the arduous duties of this responsible position.

Mr. Riker is a member of the Masonic Order, the Ohio College Association, and the Ohio College Presidents' Association. On August 18, 1881, he was married to Miss Mary Edith Davis, of Dublin, Ohio, and their union has resulted in four fine children, who have been named, respectively, Charles Ross, Samuel Clark, Olive Marie and Albert Joyce Riker.



CHARLES ERVINE MILLER, D. D.

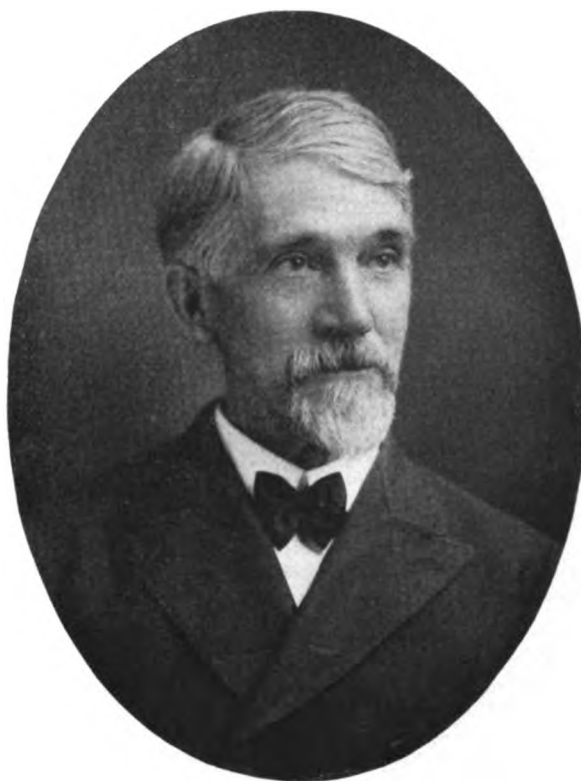
Although young in years, DR. MILLER has long occupied a prominent position in Ohio's educational field. His advanced ideas and methods, all along rational lines, are well known to his colleagues and the public.

Dr. Miller was born on a farm near Massillon, Ohio, on February 24, 1867, his parents being Peter and Angeline Miller. After attending the public schools of Massillon, and graduating from the high school of that town, he became a student in Heidelberg Academy, Tiffin, Ohio, and followed this with courses in the Heidelberg University and the Heidelberg Theological Seminary, and the Union Theological Seminary, New York. He was graduated from Heidelberg University in 1886, and in 1890 that institution conferred upon him the degree of Master of Arts. In 1900

he was appointed Professor of Practical Theology in the Heidelberg Theological Seminary, and held this chair until June, 1902, when he was elected President of Heidelberg University, the position he still dignifies.

Dr. Miller, for two years preceding February, 1905, was president of the Ohio College Presidents' Association. On December 12, 1894, he was married to Miss Laura G. Garver, of Navarre, Ohio, a lady most estimably known in society, and their happy union has resulted in the birth of one child.

Dr. Miller has been a valued contributor to educational and scientific publications, is known for his progressive traits of thought and practice, and his life-work is indelibly carved in the educational upbuilding of his native State.



PROF. EDMUND B. WAKEFIELD

Acting president of Hiram College, Hiram, Portage County, Ohio, was born in Greensburg, Trumbull County, August 27, 1846. His parents were Edwin and Mary Payne (Churchill) Wakefield, and his father was a prominent and much loved minister of the Gospel.

The public schools and the old Greensburg Select School furnished his earlier education. After serving as a soldier most actively in the later campaigns of the Civil War, he entered Hiram College in 1866, and was graduated as A. B. in 1870. In 1871 he was appointed professor of Natural Science in this institution under the presidency of B. A. Hinsdale; and later he gave approved service in the United States Geological Survey of the territories under Dr. F. V. Hayden.

Early training and association led him to the work of the ministry, and for seven years he served as pastor of the Christian Church at Warren, Ohio, resigning in 1890 to accept

a professorship at Hiram; and since 1903, not desiring the presidency, he has been constrained to act as president. He is said to have known every graduate of Hiram College, and among the hundreds that have gone forth he has an unusual circle of friends. For several years he wrote the Standard Sunday School Commentary, he has frequently addressed educational associations, and as a member of the Grand Army of the Republic, he is often called on for war memories.

On August 23, 1870, he was married to Miss Martha A. Sheldon of Aurora, Ohio, and three sons and one daughter, who have gone out happily to the work of life, have been born to them. PROFESSOR WAKEFIELD has often spoken upon such subjects as "The Last Campaign of the Civil War," "Up the Yellowstone in '72," and "Somebody Must"; but he also is at home in talking of "The Text Books of Our Fathers," and his heart is always in educational work.



CHARLES S. HOWE, Ph. D.

President of the Case School of Applied Science at Cleveland, Ohio, was born at Nashua, New Hampshire, September 29, 1858, his parents being William R. Howe, manufacturer and Susan D. (Woods) Howe.

His education was received in the grammar schools of Boston, Mass., the Massachusetts Agricultural College, the high school of Franklin, the Boston University, from which he graduated in 1878, and the Johns Hopkins University, Baltimore, Maryland. He first taught in the high school at Longmeadow, Massachusetts, in 1879, and, later in the same year, went to Albuquerque, New Mexico, where he remained until 1881. In 1883 he became Professor of Mathematics and As-

tronomy in the Buchtel College, at Akron, Ohio. Resigning in 1889 he was appointed Professor of Mathematics and Astronomy in the Case School of Applied Science, continuing in that capacity up to 1902, when he was elected president of the school.

PRESIDENT HOWE is a member of the National Educational Association, Fellow of the American Association for the Advancement of Science, Fellow of the Royal Astronomical Society, and a member of the American Mathematical Society. In May 1882, he was married to Miss Abbie A. Waite, of North Amherst, Massachusetts, and they have a family of three sons.



CHARLES G. HECKERT

Of the numerous noteworthy educational institutions of Ohio there is none that has achieved greater distinction or that enjoys a higher reputation than Wittenberg College, of Springfield, this State. There have been many distinguished professors in the chairs of this "hall of learning," and all who have been students there are proud to call it their Alma Mater.

The present president of the college, PROFESSOR CHARLES G. HECKERT, is a gentleman of high scholarly attainments, and a master of his specialties—English and Logic.

President Heckert was born March 22, 1863, in Northumberland, Pennsylvania, where he was reared in the home of his parents, Benjamin and Sarah (Durst) Heckert, together with his three brothers and two sisters. He attended the public schools at Sunbury, Pennsylvania, and after graduating from the Sunbury High School took a course at Wit-

tenberg College, graduating in 1886 with the degree of "A. B.," and in 1889 he had the degree of "B. D.," conferred upon him. For the two years following he was a tutor in the Academy at Wittenberg, and then received deserved promotion, being made principal of the Academy. After successfully filling this position from 1891 to 1893, Professor Heckert was elected to the chair of English and Logic, and presided in that department for ten years, or up to 1903, when he was elected president of Wittenberg, and continues efficiently to discharge the duties of that honored position. Carthage College gave him the degree of "D. D.," in 1899.

President Heckert is a prominent member of the Masonic Order, and the Beta Theta Pi Fraternity, and was formerly a member of the City School Board. On July 24, 1889, he was married to Miss Ada Rachael Royer, a lady of refined attainments, and they have a pleasant residence in Springfield.



EMORY WILLIAM HUNT

Denison University is one of the old time-honored educational institutions in the great school and college system of Ohio, and many prominent Americans have owned it proudly as their Alma Mater. The president of Denison, the subject of this sketch, is recognized as a foremost educator among his contemporaries, trustworthy teacher and moral guide, and his influence has been exerted for an incalculable amount of good during his career up to date.

PRESIDENT HUNT is a native of the Empire State, having been born at East Clarence, New York, and after attending the district school in that section for ten years, he took an academic course in the Buffalo State Normal School, following it was a collegiate course in the University of Rochester, New York, from which he graduated in 1884. Mr. Hunt next entered the Crozer Theological Seminary, and graduated in 1887. He received the honorary degree of Doctor of Divinity from

Denison University in 1901, and the degree "LL. D." from the University of Rochester, N. Y. in 1902. His first charge was as pastor of the Ashland Avenue Baptist Church, Toledo, Ohio, and he filled the pulpit there from 1887 to 1900, when he received a call from the Clarendon Street Baptist Church, Boston, Mass. which he accepted, and he labored in that field up to 1902, when the presidency of Denison University was tendered him, and since January of that year he has been incumbent of this responsible office, fulfilling its duties in a manner fully exemplifying his knowledge, experience, and sound executive ability.

On August 24, 1892, President Hunt was united to Miss Elizabeth Olney, and they have an interesting family of three children. He is a member of the Ohio College Association, the Alpha Delta Phi, and Phi Beta Kappa, and his record is one in which he may justly take pride.



GEORGE BLAKE ROGERS, B. D., Ph. D.

President of Baldwin, and recognized as one of the leading educators in Ohio, was born April 6, 1864, at Oshkosh, Wisconsin.

His parents, George Rogers and Content E. (Blake) Rogers, were among the pioneer settlers of Wisconsin, going there from Crawford County, Ohio, some sixty years ago, their mode of conveyance being one of the crude road wagons of those days. Mr. Rogers' education was received in the public schools and the State Normal School of Oshkosh, Wisconsin, the Cambridge High School, Cambridge, Massachusetts, Boston University, Boston, Mass., Drew Theological Seminary, and a post-graduate course in the School of all Sciences, Boston. He graduated from the Boston University in 1883, the Drew Seminary in 1886, the School of all Sciences in 1893, receiving the degree of B. D. and Ph. D.

His first important engagement was when he was sent to the Mexican border by the Methodist Episcopal Church. There his first work was at El Paso, Texas, where he organized and founded the first church of that denomination in that section. Later he traveled along the Rio Grande and established missions at San Eleazar, Las Crusis and Messilla, New Mexico. Thence he was transferred to educational work, being elected to the vice-presidency and chair of Greek in Fort Wayne College. Two years later he

went to South Weymouth, Massachusetts, as principal of schools, afterward becoming Master of Drummer Academy, Byfield, Mass., the oldest academy in New England. On concluding his services there Mr. Rogers went to Cleveland, Ohio, and for ten years was an instructor in the University School. During this time he became interested in the Helman-Taylor Company, of Cleveland, and finally devoted his entire time to their interests. For five years he was vice-president and assistant treasurer of this company, and, during this period, he also became one of the incorporators and directors of the Equity Savings and Loan Company, the Brilliant Electric Company, the Park Realty Company, the Arcade News Company, and he was organizer of the Melody Publishing Company. After these years of valuable business experience, Mr. Rogers returned to the University School, remaining there until his election to the presidency of the Baldwin University at Berea, Ohio. His theological, college and business experiences combined have peculiarly fitted him to make an especially strong leader in an institution of this character, and under him the university is enhancing its influence and power in the educational world. Mr. Rogers is a Knight Templar and also an Odd Fellow. In 1886 he was married to Miss Bertha Morgan, and they have one child, a daughter.



PROF. LOUIS EDWARD HOLDEN

President of the University of Wooster, Wayne County, Ohio, was born in Rome, New York, April 30, 1863, son of William Rufus Holden, dealer in granite and marble and Ann Elizabeth (Davis) Holden. He secured his earlier education in the public schools of Utica, New York, and then took courses in the preparatory school and college of Beloit College, Beloit, Wisconsin, graduating therefrom with the class of 1888. Following this he took his theological course at the Princeton Theological Seminary, on the completion of which he was called to Beloit college as professor in Bible and Oratory in 1891. In 1899 he was called from Beloit to Wooster, Ohio, as president of the University

there, in which position he has since earned distinguished honor.

In 1899 Beloit College conferred upon him the degree of Doctor of Divinity. In 1900 Lake Forest College conferred upon him the degree of Doctor of Laws. In 1901 Washington and Jefferson Colleges conferred upon him the same degree.

MR. HOLDEN is a member of the Ohio College Presidents' Association, and also the Presbyterian College Presidents' Association of the Middle West.

On September 29, 1890, he was married to Miss Harriet Eliza Simmons, of Utica, N. Y., and they have a pleasant home in Wooster, which is a mecca for their host of friends and acquaintances.



LEWIS BOOKWALTER, A. M., D. D.

For the past third of a century PROFESSOR LEWIS BOOKWALTER has been prominently identified with theological and educational work, and his name is well and favorably known to his contemporaries in all parts of the United States. He has ever been a close student, and a profound thinker, and his labors have been productive of much good in the fields where he has directed his energies. Professor Bookwalter is descended from one of the earliest settlers of central Ohio. He was born near Hallsville, Ross county, Ohio, September 18, 1846, his father, who was born at the same place, being the Rev. Isaac L. Bookwalter, a well known minister of his day. Up to his sixteenth year his time was divided between work on his parents' farm and attendance at the country schools. In 1864 the family removed to Blue Earth county, Minnesota, and in 1868 our subject entered Western College, at Western, Linn county, Iowa, graduating from the classical course in 1872. In 1887 he graduated from Union Biblical Seminary at Dayton, Ohio. In 1865 Mr. Bookwalter became a member of the United Brethren Church, was licensed to preach by the Iowa Conference in 1872, and ordained in 1887.

From 1871 to 1873 he was treasurer of Western College, his Alma Mater, and in 1873 was appointed Professor of Ancient Languages in that institution, resigning in

1879 to occupy a similar position in Westfield College, Westfield, Illinois, which he held up to 1881, when he removed to Greenville, East Tennessee, where he became Principal of Edwards Academy. In 1883 the professor was appointed President of Westfield College, Illinois, retaining this office two years, and resigning in 1885 to enter Union Biblical Seminary at Dayton, Ohio. He founded the Oak Street United Brethren Church in Dayton and was its pastor from 1886 to 1888. From 1888 to 1894 he was pastor of the First United Brethren Church, Dayton, and in the last named year was offered and accepted the presidency of Western College, Toledo, Iowa. This latter position he continued to fill with distinguished ability up to September 1, 1904, when he was tendered the presidency of Otterbein University, Westerville, Ohio, and was formally inaugurated into that office on November 4th, following.

Doctor Bookwalter has performed much important church work, and is the author of numerous religious books, pamphlets and papers. He received the degrees of Master of Arts, in 1875, and Doctor of Divinity, in 1890, from his Alma Mater, Western College. President Bookwalter holds membership in the College Section of the State Teachers' Association of Ohio, and in his new position his services will undoubtedly be a valuable acquisition to Otterbein.



PROF. ALFRED TYLER PERRY

President of Marietta College, Marietta, Ohio, which is one of the oldest colleges in Ohio, having been founded in 1835, was born in Geneseo, Illinois, August 19, 1858, son of George Bulkeley Perry, manufacturer, and Maria Louise (Tyler) Perry. His youthful education was secured in the public schools of North Adams, Massachusetts, after which he entered Williams College, and was graduated therefrom in 1880, receiving an election to the Phi Beta Kappa Society.

He took a full course in the Hartford Theological Seminary, graduating in 1885. In 1891 Williams College conferred upon him the degree of Master of Arts, and in 1901 the further degree of Doctor of Divinity.

His professional career began in 1886, when he was appointed assistant pastor of the Memorial Church at Springfield, Mass., and

a year later he was chosen pastor of the East Congregational Church at Ware, Mass., continuing in this capacity up to 1891, when he resigned to become a professor in the Hartford Theological Seminary. There he labored until 1900, when he was elected president of Marietta College, a position he has filled with dignity, scholarship and marked ability.

PROFESSOR PERRY is commissioner in Ohio for the Rhodes' scholarship and holds membership in the National Teachers' Association, the Ohio State Teachers' Association, the Eastern Ohio Teachers' Association, and the Ohio Valley Round Table.

In 1887 he was married to Miss Anna Morris, of Hartford, Connecticut, and they have two sons, now aged fifteen and eight years, respectively.



REV. LOUIS H. SCHUH

The above named gentleman has been president of Capital University, Columbus, Ohio, since 1901. This institution was founded in 1850, and has been a power for good in the educational world.

The REV. MR. SCHUH is a native of Ohio, having been born at Galion, this state, July 7, 1858, son of Melchior and Christina (Zimmerman) Schuh. He was educated in the public schools at Galion and then entered the Capital University at Columbus, from which he was graduated in 1880. He took a theological course and graduated from the Semi-

nary in 1883. He entered upon ministerial work shortly afterward, and continued therein for twelve years. He then became a missionary in Tacoma and an instructor in the Puget Sound University at Tacoma, Washington, and held that position for a year. In 1895 he went to Columbus as instructor in the Capital University, and in 1901 was elected to the presidency of that institution. The Rev. Schuh is a member of the Central Ohio Schoolmasters' Club and other organizations. On October 16, 1884, he was married to Miss Loy, and they have a family of seven children.



REV. ISAIAH PAUGH, A. M., Ph. D., S. T. D.

DR. PAUGH has long been known in educational and ecclesiastical circles, and is reputed as a scholar of the highest attainments.

All of his honors have been won by industry and untiring perseverance, and he is, in the best sense of the term, "a self-made man."

He has been a close student all his life, and is still, studying now as hard as he did when attending University, as he believes that this is the only way of keeping in touch with the world's thought.

Dr. Paugh, who is now in the prime of life, was born in the State of Maryland, of Scotch-Irish descent. His father was a farmer, and his youthful days were spent on the farm. He received his earlier education in the common schools of his native State, attended normal school, and then took courses, severally in the West Virginia University, Allegheny College, the University of Chicago and Taylor University.

He holds college and university diplomas for the following degrees: Ph. B., A. B., A. M., Ph. D., and S. T. D., all earned by hard work. He first taught in the public schools

of West Virginia and Maryland. In 1880, having studied for the ministry, he entered the East Ohio Conference of the Methodist Episcopal Church, and labored long, earnestly and effectively in the Lord's vineyard.

In September, 1903, he was appointed pastor of the Methodist Episcopal Church at Scio, Ohio, by Bishop W. F. Mallalieu, and on August 18, 1904, he was elected president of Scio College, Scio, Ohio, where he also officiates as Professor of Moral Philosophy and Evidences of Christianity, positions his scholarship and experience have amply equipped him for.

Dr. Paugh served the Methodist congregation in Poland, for three years, after which he came to this city and accepted the pastorate of the Wilson Avenue Methodist church. Subsequently he accepted a call from Scio. Miss Faye Paugh, a daughter is now employed in the public schools of this city as a teacher.

In 1881 Dr. Paugh was married to Miss Ada McFarland, of Cambridge, Ohio, a former teacher in the public schools of that town. They have four children.



HENRY CHURCHILL KING, A. B., D. D.

President of famed Oberlin College, which was first opened December 3, 1833, in the heart of the forest, is a native of Michigan, having been born at Hillsdale, that State, September 18, 1858, his parents being Henry Jarvis King and Sarah Lee King. His father was prominent in various lines, having been college treasurer, bank cashier, and also Indian agent at different times. His early education was received in the graded and high schools of Hillsdale and in Hillsdale College, after which he entered Oberlin College, from which he received the degree of Bachelor of Arts in 1879, and of Bachelor of Divinity in 1882. Shortly after graduating he became an instructor in the college, and, through the efficiency of his work won steady promotion until he reached the highest office and was appointed president. Enthusiastic in his labors, justly proud of his Alma Mater, he has ever striven, and with most substantial results, to maintain and enhance the high standard ever held by this celebrated educational institution, and his influence and ability

are widely recognized. **PRESIDENT KING** was married July 7, 1882, to Miss Julia Marana Coates, a lady of admirable attainments, and they have a family of four most promising sons.

REV. HENRY CHURCHILL KING, D. D., President; Professor of Theology and Philosophy. On the W. E. Osborn Foundation; Fairchild Professorship. 317 East College St. A. B., Oberlin College, 1879; D. B., Oberlin Seminary, 1882; A. M., Harvard University, 1883; D. D., Oberlin College, 1897, Western Reserve University, 1901, and Yale University, 1904. Tutor in Latin, Oberlin Academy, 1879-81; Tutor in Mathematics, Oberlin Academy, 1881-82; Student, Harvard University, 1882-84; Associate Professor of Mathematics, Oberlin College, 1884-90; Associate Professor of Philosophy, Oberlin College, 1890-91; Professor of Philosophy, Oberlin College, 1891-97; Student, University of Berlin, 1893-94; Professor of Theology and Philosophy, Oberlin Seminary and College, 1897—; Dean of Oberlin College, 1901—; President of Oberlin College, 1902—.



CHARLES. I. BROWN

President of Findlay College, at Findlay, Ohio, was born in Woodbury, Pennsylvania, on December 11, 1861, his parents being Abram S. Brown, farmer, and Mary (Kifer) Brown. After attending the public schools he entered the Woodbury Preparatory School, and on completing his studies there took a course in Dickinson Seminary, at Williamsport, Pennsylvania, from which he was graduated in 1888. Later he performed post-graduate work at Findlay College. Prior to 1884 he taught in public schools, but from 1888 to

1904 he was engaged in ministerial work as a pastor in the Church of God denomination.

Last year he was elected president of Findlay College, which was organized by that denomination, and in this position his talents have found an excellent field for exercise.

On October 17, 1888, he was married to Miss Susie Hoffman, of Woodbury, Pennsylvania, and they have a family of three children, Ruth, Harry and Frances Willard Brown.



J. OSCAR CREAGER, A. B., M. A.

President of the National Normal University at Lebanon, Ohio, has had varied and valuable experience as an instructor, and bears an enviable reputation in educational circles. He was born on the farm of his parents, John R. and Julia A. (Banfield) Creager, at South Whitley, Indiana, September 3, 1872, and obtained his early education in the country schools of Preble County, Ohio. Later he studied in the National Normal University, at Lebanon, Ohio, graduating in 1896, and entered Yale University, from which he received the degree of Bachelor of Arts in 1897, and that of Master of Arts in 1899. He then took a post-graduate course in Harvard University, 1900-1. PROFESSOR CREAGER first

taught in country schools in Preble County, Ohio, in 1893-4, and then, in the Monroe Township High School, Preble County, 1894-5. During the term of 1897-8, he was professor of Mathematics in the Cheshire Episcopal Academy, Cheshire, Connecticut, and in 1899-1900, professor in French and German at the Westminster Academy, Dobbs Ferry, New York. Thence he was called to the leadership of the National Normal University at Lebanon, Ohio, and is discharging the arduous duties of this position with distinguished ability. On December 17, 1899, he was married to Miss Leoti Fudge, a lady of most excellent personal endowments.



PETER WESLEY McREYNOLDS, A. M., B. D.

President of Defiance College, Defiance, Ohio, is widely known as a profound scholar and an educator of distinguished ability. He was born in Kokomo, Indiana, on March 16, 1872, his parents being Raven McReynolds, a stock raiser, and Nancy Oren McReynolds.

His education has been a most thorough one, complete in every respect. After attending the public schools of Kokomo, and graduating from the Kokomo High School, he entered the Indiana Central Normal School, and on leaving there studied in the Union Christian College, Indiana. Next he took a course in Hillsdale College at Hillsdale, Michigan, and afterward a course at Hiram College,

Hiram, Ohio, from which he graduated in 1895, with the degree of Bachelor of Arts.

He also took a special course in the University of Chicago, so that his studies, altogether, have been of the most comprehensive character. In 1902 he was elected Dean of Defiance College, and served with marked distinction in this capacity. One year later he was elected president, in which capacity he is acting at the present time. Mr. McReynolds was married on June 26, 1895, to Miss Cora Mae Kennedy, a lady of high personal attributes, and they reside in a pleasant home at Defiance, esteemed by the entire community



EDWIN FRANKLIN MOULTON

MR. MOULTON who now fills the position of Superintendent of the Cleveland Public Schools, represents that strong type of professional men who by close study and application, have not only advanced from the beginning of his profession, but one who has made it his aim and ideal to promote the cause of his chosen profession to that perfecting plane where the child is not only educated in books but in the nobler and higher attainments of good citizenship.

Those who have been closely identified with Supt. Moulton bear testimony of his never tiring zeal to gain for the child and ultimately for the state, those qualifications of manhood and womanhood which will insure the noblest character and prepare them for civic duties and useful lives.

Edwin Franklin Moulton was born in the country of our bordering neighbor, Canada, on a farm, Moulton Hill, belonging to his father, and originally owned by his grand-

father, Calvin Moulton, from which the hill derived its name. Mr. Moulton's ancestors were of New England stock, having settled in Massachusetts while it was still a Colony—then to West Randolph, Vermont, later to Canada.

During his early years he attended the common schools near his boyhood home, but when nine years of age his father, Calvin Moulton, moved to the states and settled in Illinois, near Beloit.

Advantages for an education were meagre and in his early years he was thrown upon his own resources. Determined upon an education and seeking better opportunities of learning, in the fall of 1857 he came to Ohio and began preparation for college at Grand River Institute in Austinburg, Ashtabula county.

After graduating from there, he entered Antioch College but at the close of his sophomore year, he decided to go to Oberlin and

graduated from that College in 1865 with the degree of Bachelor of Arts; later he received the degree of A. M.

Mr. Moulton began his professional career as teacher in Russellville, Ohio, leaving there one year later he took charge of the New England Christian Institute—located at Wolfboro, N. H.

Two years later he returned to the State of his first adoption, Ohio, and has been a leading educator of that commonwealth ever since. First, as superintendent of the Glendale schools near Cincinnati, and from there to Oberlin, four years after his graduation. Here he superintended the schools for seven years, promoting the educational interests of the schools of that city. Under his direction the High School increased from twenty-two members to one hundred and forty-seven, with a corresponding increase in the Elementary schools.

After seven years of effective service in the Oberlin schools, he accepted the call of Superintendent of Public Schools at Warren. This position he held for twelve years and left it to become identified with the schools of Cleveland,—first as Supervisor, then as Assistant Superintendent and last as Superintendent. Having been identified with the work of Superintendent during the most of his professional career, he brought with him to this last position many qualifications and attributes born of his personal experiences, that well qualified him to ably fill the position he now occupies at the head of the largest school system within the state. In the management of several school systems he has shown rare executive ability. This is especially manifest in his conduct of the Cleveland schools.

Since early manhood he has belonged to the Masonic Body and for many years a member of the Royal Arcanum. In the latter fraternity he has served as Grand Regent of the State and for six years was a member of the Supreme Council, two of which years he served as Supreme Chaplain.

In his own profession, he has been President of the Ohio State Teachers' Association, of which he is still a member, and has held the same office in the Northeastern Ohio Teachers' Association. He is also a member of the National Educational Association. He is a member of the Bolton Avenue Presbyterian Church where he has served as a member of the session for some years.

Although a Republican, he has served both Republican and Democratic School Boards and received his present position through the appointment of a Democratic director.

A leading characteristic is his great ability to hear both sides of a question with the same interest and to make his decision wholly on the merits of the case. This spirit of fairness has long made him recognized as an impartial judge, and won for him the confidence and respect of his assistants, teachers and patrons wherever he has labored.

Quoting from a recent editorial of the Ohio Monthly which says, "He is a noble type of

the gentleman, recognizing the fact that all others have rights as well as himself—but always acting fearlessly in the line of his own clear and deep convictions. It must be a source of pleasure to him to know that the Cleveland public school system has become all over the land a synonym of excellence."

In early manhood Mr. Moulton married Miss Ellen Margaret Reed, who died in 1892, and to whom were born two daughters—Maud and Margaret. The former having died in 1883 while a student at Oberlin—the latter is the wife of Dr. George H. Ormeroid now living in Warren.

In 1894 he was again united in marriage to Mrs. Alice D. Burton, a woman of culture and refinement possessing rare natural and personal attainments.

ALBERT C. FRIES

As Superintendent of Schools in Grove City, a marked success has been achieved by Mr. FRIES, whose natural ability, acquired knowledge and experience make him, *par excellence*, the man for the position. He has long been identified with the educational world and as an instructor is a past master in the art of moulding and developing the youthful mind.

Mr. Fries was born in Zanesville, Ohio, March 9, 1867, son of Peter Fries, who conducted a blacksmith shop in that city. He first attended country schools also the high school at Fazeysburg, and took a course at Ada Normal School, from which he graduated in 1886. He attended summer school at Miami University and the Ohio State University, also taking a teachers' course at the latter institute. He first began teaching in country schools near Fazeysburg in 1884 continuing in Muskingum county five years when he went to Franklin county and taught country schools there two years, and next was in charge of the grammar school at Fazeysburg for a year. In 1890-1 Mr. Fries taught school at Washoe, Idaho. Returning to Ohio he was appointed to the school in Grove City, where he served from 1894 to 1898, retiring on account of ill health. In the fall of 1900 he taught school in Muskingum county, and then received the appointment of principal to the Clinton Township High School. This office he held for three years, resigning it in 1903 to assume charge of his present incumbency, the duties of which are met by him with thoroughness and efficiency.

Mr. Fries has membership in the Franklin County Teachers' Association, the Ohio Teachers' Federation, State Teachers' Association, and is also affiliated with the Order of Odd Fellows, and an attendant of the Methodist Episcopal Church. In 1891 he was united to Miss Ada L. Perry, of Muskingum county, Ohio, and their happy marriage has borne fruit in two lovely children Izola Fries, aged twelve years, and Vesta, aged seven.



PROF. F. B. DYER

Superintendent of Schools at Cincinnati, Ohio, is one of the best known and most successful educators in the State. He was born in 1858 on a farm in Warren county, Ohio. His father was J. M. Dyer, an able and prominent man in local affairs.

His first educational training was secured in the country school near his birthplace, and a course through Maineville Academy, and he then entered the Ohio Wesleyan University, from which he was graduated in 1879 with the degree of Bachelor of Arts. Later he also performed work at Harvard and other schools. His career as teacher began in a Warren county school and thence he went to Loveland, Ohio, as superintendent. After

serving in a similar capacity at Batavia and Madisonville, Ohio, he was elected assistant superintendent at Cincinnati. His next position was as Dean of the Ohio State Normal School at Oxford, Ohio, where he remained up to 1903, when he was elected to the important office of superintendent of schools in Cincinnati. Professor Dyer is a member of the Ohio Teachers' Reading Circle, the National Educational Association, the Ohio State Teachers' Association, and attends the Methodist Episcopal Church. He is known to the teachers of Ohio by his Institute lectures, having instructed in most of the counties of the state.



JACOB A. SHAWAN

Ohio, with its grand army of 28,000 public instructors, presents to the world one of the greatest spectacles in the way of an object lesson in the matter of education that has ever been demonstrated. No state in the Union expends more money pro rata for educational purposes than does the good old Buckeye state. And no state has a better system of school government, nor a stronger force of teachers, principals, superintendents and professors. Therefore, when one is elected to become one of the heads of this grand army of educators, it certainly must mean that he is a man possessed of more than ordinary ability.

Of such calibre is built the present superintendent of schools of the city of Columbus, Ohio, Mr. J. A. SHAWAN, a man of profound intellect, a man of intense intellectuality, a man of thorough training, of the best executive ability, and one whose sound judgment has ever been acknowledged among the wisest.

J. A. Shawan was born in Wapakoneta, Ohio, and shortly afterward his family moved

to Champaign county. There he attended for a number of years the common schools and later on became a student in the high school at Urbana, Ohio. Before graduating, he left his studies to teach school himself. For four years he was a teacher in Champaign county, and after that entered for a course of studies at Oberlin College, graduating there in 1880 with the degree of Bachelor of Arts, and, three years later, the same institution granted him the degree of Master of Arts.

In 1893 he received the degree of Doctor of Physics from Muskingum College, and from 1880 until 1883 he officiated as superintendent of schools at St. Marys. Subsequently he became superintendent at Mount Vernon, and then, in 1889, was honored by being elected superintendent of schools in Columbus, Ohio.

In 1903 Mr. Shawan was proposed as candidate for the position of Commissioner of Schools, but owing to political combinations declined to allow his name to go before the state convention.



WILLIAM WALLACE CHALMERS

The above-named gentleman has long been prominently identified with the educational world. During his stay in Toledo he has worked faithfully in the cause of the higher education of the pupils of the city and has introduced many improvements in the schools.

DR. W. W. CHALMERS was born November 1, 1861. He is the son of Andrew Chalmers, a farmer, and his earlier education was received in the district schools of Kent county, Michigan. Later he continued his studies at the Grand Rapids High School, and then entered the Michigan State Normal College, graduating in 1886, and afterward receiving the degree of B. Ed. from the institution. Still hungry for knowledge, he entered the Michigan State University at Ann Arbor, and graduated in 1887 with the degree of A. B. Then followed a course at Eureka College, Illinois, in 1889. In 1904 he was honored by having

the degree of LL. D., conferred on him by the Heidelberg University.

Dr. Chalmers first taught when but sixteen years old in a district school in Michigan, and after four years in that capacity became superintendent of the Cassopolis schools where he remained for three years. In 1890 he became superintendent of schools at Grand Rapids, Michigan, and continued there for eight years. In 1898 he was elected superintendent of instruction in Toledo, Ohio.

Dr. Chalmers is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, and the Congregational church. He has always taken a great interest in Masonry, and is prominent in the order, having attained the 32d degree. In 1889 he was married to Miss Eugenia Powell, and they have two children—Stella, aged twelve, and Andrew B., aged ten.



DR. EDWIN N. BROWN

One of the most scholarly among the popular educators of Ohio is the above named gentleman, who has ably filled the position of superintendent of schools in Dayton, this state, since 1902, and still holds that office. His education has been an exceptionally comprehensive one. Born at Lansing, Michigan, in 1860, son of a teacher, Steven H. Brown, he attended the public schools there and then entered the University of Michigan, from which he was graduated in 1883, with the degree of Bachelor of Arts, and in 1884 had conferred upon him the degree of Master of Arts. After teaching for a term at Jonesville, Michigan, he began the study of law, and graduated at Ann Arbor in 1887 as Bachelor of Laws. His chief interest however was along educational lines and shortly afterward he was appointed superintendent of schools at Allegan, Michigan, and from there he went to Hastings, Nebraska where he served acceptably for seven years as superintendent. Professor

Brown resigned from this position in 1899 for the purpose of travel and study, and he made extensive investigations into the school systems of England, Germany and France.

He then entered the famed University of Leipzig, Germany, where he spent about two years in the study of Philosophy and Education, and in recognition of which in 1901 the degree of Doctor of Philosophy was conferred upon him by his Alma Mater. On returning to the United States he spent some time in literary work at Ann Arbor, Michigan, and then, in 1902, came his election to the position of superintendent of schools at Dayton, Ohio. Dr. Brown holds membership in the Knights of Pythias, the Central Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association and the Methodist Church. In 1889 he was married to Miss Lura C. Corbett, of Hillsdale, Michigan, and they have an interesting young daughter, Miss Florence Brown.



EDWIN BRUCE COX

If the child is father to the man, as it is written in Wordsworth's gospel of soul genealogy, the boy, EDWIN, was a leader among boys, generous to a fault—especially if it were the other boy's fault—willing to "tote fair." He was fond of finding out things, real things, and comparing ideas about them with his fellows, but did not readily retreat under fire. Mythology, even poetry, had no very strong attraction for him, nor anything else which he couldn't prove, except those divine truths which dwell apart and above demonstration. His vein of kindly humor ran clear, never muddled by the strange stirrings which beset the practical joker, and under all skies making things look brighter.

Having obtained what the country schools of Clark county, the home of his father, had for him, he loosened for a time the home ties and for the five years ending with June, 1874, in which year he was graduated, he attended the Wesleyan University at Delaware, Ohio. Leaving the scene of his college activities, where he had made troops of friends while acquiring the more immediate objects of his quest, Mr. Cox took charge of the schools of

fully, that, withdrawing at the end of the second year, he was called back after an absence of a year, and only later in his experience did he forget his Methodist creed of itineration.

Mr. Cox's absence from Piketon was well spent. He served the town of Ottawa as teacher of the grammar school, and became the husband of her who has made for him "a happy fireside clime" for the years of his continually successful career; first as science teacher of the Xenia High School for two years, and since, for twenty-four years up to the present, as Superintendent of Instruction in that city, and general manager by right of tested worth and common consent, of the teachers' institute of the county. The living children of the household are Lewis Clark, Zella, and Edwin Bruce, Jr.

It is needless to say that they are walking in the pleasant paths of righteousness and culture. Superintendent Cox is, and for many years has been a punctual and greatly esteemed member of the Central Ohio Teachers' Association, the State Association of Examiners, the Ohio State Teachers' Association and the National Educational Association. From each of these he has had the honors that are bestowed upon desert alone.



WILLIAM WALLACE ROSS

The above-named gentleman has been one of the most valued members of Ohio's great army of public educators for upward of a half century, and the number of pupils that have listened to his voice of instruction is legion. Many of them have graduated from his schools, have passed through their earthly careers and gone to their last account, but he still continues "in harness," and is giving the same valuable instruction to a newer generation. Fifty-four years as a public school teacher is certainly a remarkable record, and what makes it more unique is the fact that of these years forty-one have passed as superintendent of schools at Fremont, Ohio.

WILLIAM WALLACE ROSS was born at Seville, Medina county, Ohio, December 24, 1834, and that being Christmas eve he certainly must have been a most interesting Christmas present to his father, Joseph Ross. The latter was a shoemaker by trade, but for thirty years held the position of Justice of the Peace in Seville, Medina county, Ohio, and for eight years during Pierce's and Buchanan's administration was postmaster of the same village. His ancestry came from Rosshire, Scotland, his grandfather having served as an officer in a Highland regiment with Wolfe on the Plains of Abraham receiving a grant of land near Picton, Ontario for meritorious service.

The maternal grandfather of Mary Hark-

ness, the mother of W. W. Ross, was among the tea destroyers of Boston Harbor, and for many years before his death was a Revolutionary pensioner.

The family of Joseph Ross comprised six boys and one girl, and of these three sons and the daughter survive. Our subject received his education in the village and academic schools of Medina county, which was included in the Western Reserve, one of his earliest instructors being Charles Foster, a graduate of Dartmouth College who died during the war of the Rebellion. He began teaching school in Medina county when but sixteen years old. Later he organized and had charge of the Spencer Normal School in Medina county, and still later taught in the academy at Seville. He next took charge of a school at Wadsworth, Medina county, and went thence to Clyde, Ohio, in 1862 as superintendent. He remained at the latter place two years, or until 1864, when he was appointed superintendent at Fremont and there he has continued his benign rule of schools ever since. He is known personally to all the citizens of Fremont and enjoys the confidence and respect of them all.

Mr. Ross was admitted to the Bar of Medina county in 1861 having studied law during his summer vacations at Seville, Medina and Cleveland. Growing up in that storm center

of American politics before the war, the Connecticut Western Reserve, he has always taken a deep interest in all that pertains to citizenship and has written and spoken much on political and economic subjects. He has been an active worker and lecturer at teachers' institutes and other educational associations.

In the seventies he received the honorary degree of A. M. from the Western Reserve University.

Mr. Ross is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, of which he was once president, and the Methodist Episcopal Church. He has served on the State Board of Examiners for three terms, and in 1873 was candidate for State School Commissioner.

He has made a valuable and unique contribution to practical pedagogy by the origination and construction of the Ross Mensuration Blocks for illustrative instruction in Mensuration and Geometry.

In 1867 Mr. Ross was married to Miss Julia T. Houghton, of Wellington, Ohio, and they have had three children — W. D. Ross, Clara J. Ross and Harry H. Ross — all of whom are living, the first named having been for twelve years a successful teacher and principal of the Fremont High School.

FRANK D. BLAIR

This gentleman has been a member of Ohio's grand army of public school instructors upward of twenty years and his record of usefulness and ability during that period is one in which he may justly take pride.

He is progressive in his methods, always seeking to improve existing conditions, and he has ever commanded the fullest confidence and esteem of his colleagues and pupils alike.

FRANK D. BLAIR was born in Greene county, in March, 1862, and has always lived in this state. His father, Josephus Blair, a minister by profession, was also a public school teacher, and a man of considerable prominence in his day. Our subject first studied in the county schools of Clinton county, and afterward became a pupil in the Wilmington schools, graduating from the high school in 1881. He then entered the Ohio Wesleyan University at Delaware for a year's study, and on leaving college began his career as a public instructor, teaching schools for thirteen years in Wilmington, when he attended Wilmington College, taking a full course, and graduating with honors from that institution. Returning to teaching he became an instructor in Wilmington College, continuing in this capacity for six years, when he resigned to accept his present position of teacher of mathematics in the high school. He has achieved a great success in this department, and is regarded with popular good will by his pupils and their parents.

Mr. Blair is a member of the Masonic fraternity, also the Independent Order of Odd Fellows. He likewise holds membership in the Ohio Teachers' Reading Circle and the

Southwestern Ohio Teachers' Association. In 1891 his marriage with Miss Emma C. Lewis occurred, and they have a winsome daughter, Ruth, now in her twelfth year.

E. C. DILGER

This gentleman has been an active member of Ohio's army of public educators for the past twenty years, and his name is familiarly and most reputably known to the educational world.

MR. DILGER is a native of Fairfield county, Ohio, born on January 10, 1871, his father being M. J. Dilger, a successful blacksmith now living in Pleasant township, with his wife, Maggie Dilger, nee Cuqua, our subject's mother. The family comprised nine children, six sons and three daughters, one son and daughter dead. Of the sons, A. C. Dilger is a telegrapher, M. Owen Dilger a stenographer and typewriter, and a third is the subject of this sketch.

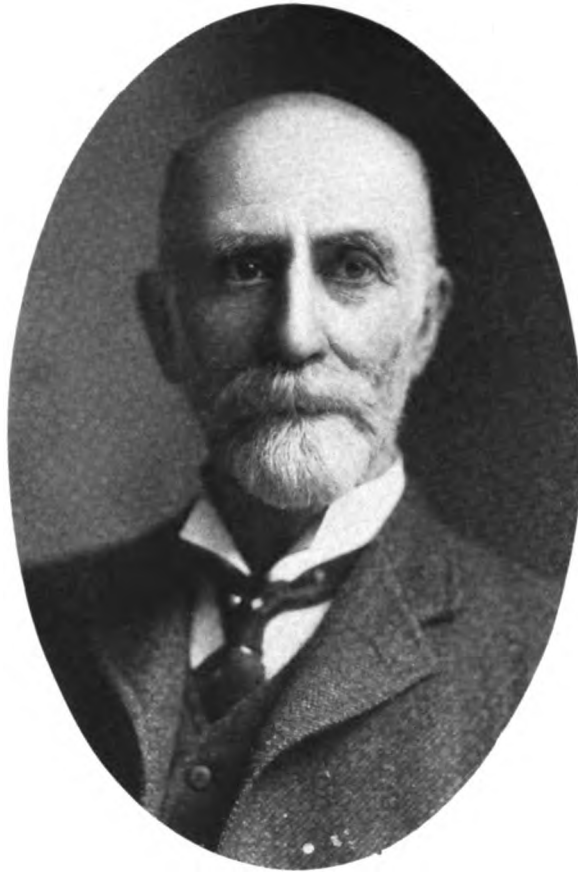
E. C. Dilger first attended the district school of his home section, Fairfield county, nine years, then took a three and a half years' course at the Pleasantville Academy, later attending the Ohio Central Normal College at Pleasantville, and ending with a teachers' course in 1891. In 1887 he received his first teacher's certificate, and taught in Pleasant township school No. 6, one term, in school No. 5, same township, one term, and in Pleasantville four years, being in charge of the intermediate grade one year, the grammar grade one year, and the high school two years. Subsequently he taught school No. 15 for one year, and school No. 12 for two years, both in Walnut township, and next was master of the Thornville grammar school for five years. After being in charge of Walnut township school No. 1 for two years, Mr. Dilger went to West Rushville, Richland township, Fairfield county, in 1903 having been appointed superintendent of the school there, and he continues to most efficiently fill the duties of his office. He has a capable assistant and the average number of pupils reaches thirty.

Mr. Dilger holds a five years' county certificate, and is a member of several organizations, including the Ohio Teachers' Reading Circle, the Fairfield County Teachers' Association and the Ohio Teachers' Federation. In 1892 Mr. Dilger was married to Miss Cora Gebhart, of Pleasantville, and they now have two daughters, who are attending school. The entire family are worshippers at the Methodist Episcopal Church.

OLIVER E. ALLEN

OLIVER E. ALLEN, born 1860, at 30 Mound St., Springfield, Ohio, attended Wittenberg College, and taught school for twenty-five years in the county and city.

On November 21, 1904, he was appointed principal of the Jefferson School, which has just been completed for the accommodation of the three hundred or more children of the K. P., and I. O. O. F. Homes.



JOHN S. WEAVER

The gentlemen represented in the above caption has been identified with educational affairs and public school ministrations for more than a third of a century, and his ripe experience has fully equipped him for the responsible position which he now holds, that of superintendent of the schools of the city of Springfield, Ohio. He has also an intimate knowledge of men and affairs and his genial personal qualities are evidenced by his wide acquaintance with the leading men in the educational and business world.

MR. WEAVER is a Buckeye by birth having been born in Warren county, Ohio, in 1846, and is one of six children, the parents being Amanda and John S. Weaver, the latter a well known Presbyterian divine of his day. After passing through the common schools, Mr. Weaver entered Monroe Academy, Monroe, Butler county, Ohio, and after a course there went to Wittenberg College, from which time-honored institution he was graduated in 1867,

and in the fall of that year he began his educational career as a teacher in the Spring Valley School, Greene County, for one year. In the seven years following, he taught in various schools in Greene, Wayne and Clarke counties. At the expiration of this time he left Ohio for Sioux City, Iowa, where he taught for six years and was made principal of a school for his excellent work. In 1880 he returned to this state, settling in Springfield, and here with the exception of three years he has since remained, a valuable instructor and useful citizen.

Mr. Weaver was principal of the Elementary School here, and for eight years principal of the High School, and in 1900 he was appointed Superintendent of Schools, a well earned and fully deserved promotion. Mr. Weaver was united, in 1876, to Miss M. Burlingame, an estimably known lady, and they have two fine children as a result of that union.



DR. C. W. BENNETT

DR. C. W. BENNETT, Superintendent of Piqua Public Schools was reared on a farm near Piqua, the city he is now serving; he began his education in a country school, and later went to the Piqua High School. He was a private soldier in the 11th Ohio Regiment in the war of the Rebellion. He graduated from the Ohio Wesleyan University in 1866 with the degree of B. A.,—three years later the same institution conferred upon him the degree of M. A.

In 1866 Dr. Bennett was elected professor of Mathematics in Moore's Hill College, Ind., which position he held for eight years. In 1874 he was elected Superintendent of the Piqua Public Schools, which position he still holds.

He received the degree of Doctor of Philosophy from Moore's Hill College in 1879, and

was president of the Ohio Teachers' Association the same year. He was a member of the Ohio State Board of School Examiners for five years (1895-1900), and has been a member of the Miami County Board of Examiners for nineteen years. Dr. Bennett has been a representative man in educational affairs for many years, as a member of the National Educational Association, as a leader in the Ohio Teachers' Association as an instructor in teachers' institutes, and as an educational writer and lecturer. He is a great friend to the young teacher, and has done much to raise the professional standard of teachers in Ohio.

He is a progressive man in educational principles, and a skillful superintendent, whose judgment is generally recognized and his opinions and methods sought for.



J. J. BLISS

J. J. Bliss is of Ohio birth, having been born at Russell, Geauga County, in 1854, but the family soon removed to Bainbridge in the same county. His father was Olney R. Bliss, a farmer by vocation, whose father Otis B. Bliss came from North Adams, Mass. Three sons and two daughters constituted the family and of these one of the latter is deceased. "In 1636 the first of the Bliss family came from Devonshire, England and joined the Plymouth Colony. Mr. Bliss is a descendant through his paternal grandmother of Roger Williams, and his mother was a McFarland, descended from the famous Highland Scotch Clan of that name. Five of his direct ancestors fought for independence in the revolutionary war."

Our subject attended the district schools of Bainbridge, Geauga County for some years, also a village select school, and after acquiring all they had to impart, he entered Hiram College for preparatory work, where he re-

ceived instruction under the renowned Burke A. Hinsdale. Later he became a student in Oberlin College, graduating from that excellent institution in 1881 with the degree of Bachelor of Arts, and in 1886 the college conferred upon him the further honorary degree of Master of Arts. Mr. Bliss taught winters and attended college the other three terms. Oberlin at that time having a regular college term in the summer. After graduating he became superintendent of schools at Kelly Island, Ohio. After a year passed in this capacity he went to Bucyrus, as principal of the high school there, holding that position three years, and for the following ten years he was superintendent of the schools at Crestline. In 1895 he was recalled to Bucyrus, and since that year has been the efficient superintendent of schools in that city. Mr. Bliss has a large library which has grown with his varied reading, and he has traveled quite extensively in the historic sections of the

United States and Canada. Mr. Bliss is a member of the Knights of Pythias, the Ohio Teachers' Reading Circle, the National Educational Association, Ohio State and the Northwestern Ohio Teachers' Associations, and a member of the Congregational Church, and president of the Y. M. C. A. and secretary of the public library board.

He was married to Miss Ella May Fuhrman of Bucyrus, and they have had three children, of these a son, Marion G. and a daughter, Mary M. survive.

RICHARD C. YOWELL

"Be somebody in the battle of life! be manly, be honorable, be just, industrious and thrifty; make the world better for your having been in it."

The above is the motto of Mr. YOWELL, and right nobly has he carried it out. He has been a principal in the East End since 1870. Enthusiastic ever, his heart and soul are in the best interests of these schools, and he has always endeavored to have his boy and girl pupils turn out to be good, honorable, intelligent men and women, good citizens of the Republic, a most praiseworthy effort.

Richard C. Yowell was born December 31, 1838, in Petersburg, Boone county, Kentucky. His father, Kertley Yowell, a native of Virginia, was an engineer and a coast trader; his mother, Rebecca M. Yowell, was of Scotch-Irish descent, and a native of Maryland.

Our subject is imbued with all the admirable qualities of manly character inherent from such heredity. His earlier education was secured in the village school of Petersburg; then came a course in the Academy, same place, from which he graduated in 1858. While there it was his good fortune to have as instructor a live, keen, accomplished schoolmaster from New England, Nelson M. Lloyd, father of Professor J. W. Lloyd, and the Lloyd brothers of Cincinnati. Mr. Lloyd's individuality was strong and his impress made upon the characters of the young men that attended the academy was lastingly beneficial. Mr. Yowell first began teaching in a country school in Indiana, in Switzerland county, that State, in the winter of 1858-59. On January 2, 1860, he became principal of the district school, Cincinnati, which then stood on the site of the present Hyde Park School. In 1868 he was appointed first assistant in the Thirteenth District School, Cincinnati, now the Webster school. From this position he was promoted to the head of the Twenty-fourth District School in 1870, where he remained until the completion of the Lincoln public school building, in which he was installed as principal in 1898. To those who know, it is hardly necessary to state that the Lincoln is one of the best conditioned schools in Cincinnati.

Mr. Yowell is prominent in secret orders, being Past Master of Yeatman lodge, F. & A.

M., and Past Grand of Spencer lodge, I. O. O. F. He is a member and ex-president of the Principals' Association of Cincinnati, also member and ex-president of the Teachers' Club. He is likewise a director and trustee of the Teachers' Annuity and Aid Association, as well as its financial secretary, and holds membership in the Schoolmasters' Club and the Ohio State Teachers' Reading Circle.

Mr. Yowell has been married twice, his present consort being Carrie (Pfeiffer) Yowell, who was formerly a teacher under his regime in the old Twenty-fourth District School. He has two children living (none by the last marriage), Everett I. and Effie M. Yowell. His son is a graduate of the Cincinnati University, "graduated with distinction," and is now attached to the Naval Observatory at Washington, D. C.

JESSE McCORD

Although a young man this gentleman has had a most extended, valuable, and thorough experience as a member of the educational fraternity, and he is one of the staunchest upholders and exponents of the great public school system as exemplified in the commonwealth of Ohio.

He is a most popular and efficient instructor, and his work has ever been uniformly successful and eminently satisfactory.

Mr. McCORD is a son of Ohio's soil, having been born at Washington Court House, this state, August 15, 1872 and his early life was passed amid the rural surroundings of the farm owned and conducted by his parents, J. B. and Mary J. McCord, who had a family of nine children, comprising eight boys and one daughter. For some years our subject attended the country schools near the place of his birth, and finally, in 1899, graduated from the Normal School at Washington Court House. His career as a teacher began in 1893 in a country school in Fayette county, where for four years he instructed the youthful mind "how to shoot." At the expiration of that time Mr. McCord was appointed Superintendent of the Good Hope school and held that office two years, when he became superintendent at Bloomingburg for three years, which were followed by one year as superintendent of the school at Clifton, Greene county, and the past three years have seen him installed as superintendent of the Yellow Springs schools, the duties of which position have been filled by him with unfailing success.

Mr. McCord is president of the Green County Teachers' Association, the Board of County Examiners, the Ohio Teachers' Reading Circle, the Odd Fellows, and Modern Woodmen of America. On August 15, 1895, he was married to Miss Leatha Patton, and they have a pleasant home at Yellow Springs.



STARLING LOVING, M. D.

Dean of the Starling Medical College, Columbus, Ohio, and one of the foremost physicians and surgeons in the United States, was born in Russellville, Kentucky, in 1829, son of Willis Loving, a merchant, and Susannah Loving. He became a student in the Russellville Academy, now known as Bethany College, and was graduated in 1840. Later he entered Starling Medical College at Columbus, and, after a highly successful course of studies, graduated in 1849. Then followed a post-graduate course at Bellevue Hospital, New York, and graduation with honors in 1853. On the breaking out of the Civil War he was commissioned surgeon in the Sixth Ohio Volunteer Infantry, and performed invaluable services throughout the whole of the internecine struggle. In 1875 Dr. Loving was appointed an instructor in medicine in the Starling Medical College, and in 1884 was elected Dean of that institution, a position he has since continued to hold with an efficiency that has given him a widespread reputation. In 1882 he served as president of the Ohio

Medical Society, and in 1893-4 was first vice-president of the American Medical Association, an organization with a membership of 60,000. Dr. Loving has ever taken a great interest in educational affairs, and was a member of the Columbus School Board for eighteen years, and acted as its president for four years. He served as a member of the Columbus City Council for a year, and now holds membership in the Association of American Physicians, the American Clinical Society, the Columbus Medical Society, the military order of the Loyal Legion, Mount Vernon Commandery, F. & A. M., and since 1866 has been Physician-in-chief to St. Francis Hospital, Columbus. Dr. Loving has been a frequent contributor to medical publications, and is a recognized authority in his profession. In Ohio's Capital City his name is as familiar as a household word, and his talents are universally respected.

Dr. Loving was married to Miss Margaret O. Noble, and they have had a family of seven children, five being daughters and two sons.



ALFRED HOLBROOK

In turning through an American Literature this note appears: "Alfred Holbrook was born in Darby, Conn., (Feb. 17), 1816, son of the well known philanthropist, Josiah Holbrook, who did so much in the way of invention. The education of Alfred, so far as it has not originated with himself, was received at Groton, Mass., where at the age of eleven he was placed under the tuition of Eliza Wright. Mr. Holbrook though not gifted with much physical health, has a strong will and an extraordinary inventive faculty. This latter, which might have won him fame and fortune in the line of mechanical inventions and civil engineering, has been devoted to the work of education.

"By his own unaided exertions, and by the magnetism of his character and his labors, without either private contributions or State endowment, he has built up at Lebanon, Ohio, a large educational establishment, chiefly for the education and training of teachers."

This book appeared in the early 70's, consequently Mr. HOLBROOK had not accomplished his great work at Lebanon, as he had not

yet been there twenty years. He was just entering upon the period when he was to do the greatest work ever accomplished by any educator in this country. This appears like a strong statement, but to one who has been his pupil, and who has made a close study of the educational problems of this country it does not seem too strong.

In many respects Mr. Holbrook has been the leader in educational reforms. He is pre-eminently the father of Independent Normalism in this country.

As early as 1842 we find him organizing classes for the study of the Theory and Practice of teaching, during the summer vacation.

The first Summer Normal of which we can find any account was conducted by Mr. Holbrook in Hillsboro, Ohio, during the summer of 1852. This was a new departure in school work. Here he introduced many innovations, the most important of which perhaps was the school exposition. Instead of the old fashioned school term closing with declamations, songs, etc., the students prepared an exhibit of the work actually done

during the term. Every student had a cabinet of minerals with collections of botanical specimens, pressed and properly labeled for examination by visitors. Many addresses were made by students on themes assigned by the teachers.

In 1855 the Southwest State Normal School was founded by him at Lebanon, Ohio. Students of both sexes were admitted on equal terms. No rules of conduct were prescribed: students were on their honor as ladies and gentlemen.

Before this time Oberlin had admitted both sexes, but with fifty more rules governing the conduct of women than of men. In all the years of the Lebanon school there has never been a scandal of any sort.

Pupils were permitted to enter the school without examination, and were placed just where they could do the best work. Boarding and room rent were put at such a price that many a young man spent a year in school for less than \$150. Boarding clubs were formed by students, they electing one of their number for steward and hiring a woman for cooking. Board cost on this plan less than one dollar per week.

Students were requested to make a program for the entire 24 hours of the regular five school days. Monday was the vacant day, instead of Saturday. This arrangement protected Sunday from the study and preparation of lessons, also offered the ladies a better opportunity for individual laundry work. There were no vacations save two or three weeks in the summer, thus 50 weeks were used for college courses. The discipline of irregulars and offenders was conducted entirely in private. No example was ever made of discipline. No expulsion was ever made. No examination for certificate or diploma save those in the regular class room. No record was taken of attendance or absence at General Exercises.

These exercises were such as made it unnecessary. Finals and public at General Exercises by scientifics and classics occasionally. Daily prayer meeting was conducted entirely by students though sometimes attended by the teachers. Sometimes they, individually, were invited.

In 1865 the entire four year college course was arranged to occupy two years and by the use of fifty weeks in a year and more hours in a day, it was found there were more hour long recitations in the Normal college course than in that of the regular college of four years. Students graduating in the Normal courses were accredited at Yale, the same as those coming from any of the established colleges and they maintained the reputation of their college work: often winning any prize offered by the college to which they were

competitors. Many other incidental improved practices and usages were introduced and worked successfully.

Graduate students from the classical course at the Lebanon Normal School—now known as the National Normal University—are admitted to the senior year at Yale without examination.

President Holbrook now in his ninetieth year, is spending his days in the old town, that has been his home for so many years. His mind is seemingly as bright as it was twenty-four years ago, when the writer first met him. His work for education has never been appreciated, but in the years to come hundreds will rise up and call him blessed.

M. F. ANDREW.

LINNEUS C. DICK

This gentleman enjoys the distinction of having been attached to but one school for the lengthy period of twenty years, a fact that speaks volumes for the efficiency of his ministrations, and one that needs no commentary.

Mr. Dick was born near the village of Rushville, Fairfield county, Ohio, October 11, 1859, and in an educational atmosphere that might be said to be almost a premonition of his future calling, as both his mother and father were public school teachers. The latter was a veteran in the field, and continued in active service as a public instructor up to 1901, when old age compelled him to retire from school room generalship to private life, after a most extended, useful and honorable career.

Our subject, beside his home training, received his first instruction in country and village schools, after which he took courses in Fairfield Union Academy, and the Eastern Ohio Normal School, located at Pleasantville, Ohio. Mr. Dick began teaching in Perry county, in a country school near the town of Somerset, and later removed to Madison county. He has been in West Jefferson for over twenty years, gained gradual promotion here, and in 1899 was deservedly rewarded for faithful services by being appointed superintendent of schools.

Mr. Dick is a member of numerous organizations, including the Masonic Order and Odd Fellows, Central Ohio Teachers' Association, Ohio State Teachers' Association, Ohio Teachers' Reading Circle, and is also one of the Madison County Board of Examiners, and an attendant at the Methodist Episcopal Church. He was married to Miss Cora A. Ingalls, a graduate of the West Jefferson School in 1886, and a native of Jefferson county, Ohio, and they have a charming daughter, Gladys E. Dick.



GEORGE S. ORMSBY

A short distance east of the historic village of Concord, Mass., is a meadow through which flows westerly a small brook, which enters a tunnel and runs down under a portion of the village beneath a street which is now called "the dam." Emerging from the tunnel it soon empties into the Concord river just above.

"The rude bridge
Where once the embattled
Farmers stood,
And fired the shot heard
Round the world."

For more than a hundred years this brook has borne the practical name of "Mill Brook," along the line of the street now called "The Dam" was once a mill dam and above it a pond, opening into a flume through which the water passed to a rude wooden water wheel to move the simple machinery of the mill. The machinery consisted chiefly of a "carding machine" used to card the wool and prepare it for the bodies of the hats which were manufactured in a shop hard by. Into this pond the British soldiers threw some cannon on that memorable 19th of April, 1775 when, un-

invited, they made an early call on the farmers of Middlesex.

On the north border of this meadow, and about two hundred yards from the brook, stands the mansion in which Ralf Waldo Emerson spent all the later years of his life; and on the south border, and about the same distance from the brook, there once stood an unpretentious humble cottage, in which George Stephen Ormsby was born on Sunday the first day of October, 1820. His father, George Ormsby, who was a soldier in the war of 1812, and who received a wound at Buffalo in 1814 when that city was destroyed by the British and Indians, was a hatter. His paternal grandfather, Stephen Ormsby, was a soldier in the Revolutionary War, and fought in the battles of Trenton and Piscataqua, N. J. He bears the name both of his father and grandfather. His mother, Martha Blanchard, was the descendant of an old and honored New England family. She had a natural musical talent and played the violin; and, prior to her marriage, she taught school in Walpole, N. H.

The children consisted of five sons, namely: William Henry, Charles White, George Stephen, Francis Elliott and Edward Blanchard.

Except the subject of this sketch all these have passed into the sphere beyond.

Before he was two years old his parents moved from Concord to Bolton, Mass., where his father engaged in the hatting business with one, Edmund Blood. He remembers that prior to this event he sat one day on the stairs in the front entry of the house and was eating a piece of "lection cake" which his father and uncle passed out the door. He remembers also that one day, evidently in that same summer, he sat on the shore of the pond near the water while several of the hatters were in swimming, with their arms stretched out, floating on their backs. He remembers while in Bolton that Lafayette, in 1824, passed his father's house; he thinks he is one of very few now living (1905) who ever saw the great Frenchman.

He commenced his school life in Bolton, probably at the age of three years. He remembers distinctly one day in school, probably his first day, when he could not read, when he knew not a single letter. How many weary months he sat on the low hard front seat and was called up twice a day, perhaps four times, to say after the master the names of the letters, A, a, B, b, C, c, etc., he does not know. He remembers the day when he could not read. Again he remembers a day when he could read quite fluently. But the period bounded by those points is an utter blank; and he has frequently asked, in later years, What were those teachers doing in all those weary months that not a single impression is made that can be recalled, No! he says It was not all a blank; for one day the minister Rev. Allan came to the school when the children were out at play. They went into the house at his bidding, and listened to his kindly talk. He does not remember that he saw Mr. Allan after that day at any time. Sixty-four years glide away, and Mr. Ormsby returns to the place of his old home in Bolton. He goes into the church not knowing what he may see within and expecting to see nothing but the quaint old furniture which had been photographed on his soul in childhood. As he enters, he sees the portrait of a man hanging on the wall near the pulpit, he comes nearer, and at once recognizes Mr. Allan the kind preacher who with outstretched hand on the far off day drove all the little children into the house, as he would have driven a lot of lambs into the fold. Query. Is there any way of making impressions on the mind of young childhood that will be lasting? At this school he became the possessor of the first spelling book he ever owned. A part of this is still preserved.

In the early autumn of 1827, when Damson plums were ripe, the family moved from Bolton to Westmoreland, New Hampshire. In this town he went to school one winter to a master and one summer to a mistress, three months in each. In this school taught evidently by one of the best teachers of those days, he learned to spell some of the longer words in his spelling book, and nearly all "The Abbreviations" so-called as A, A. S., A. B., A. D., etc. He learned also the various

arts of punishment that could be inflicted by a handsome man six feet and two inches high, with muscular proportions who did not fear that his larger pupils would throw him out of the window—a feat that was sometimes accomplished, even in good old New England, when a small teacher undertook to coerce larger boys. One of the most unique punishments was this: A full grown boy has offended. He is required to stand on a seat with his back toward the desk in front of that seat. He then sits upon the desk and leans backward supporting himself with his fingers taking hold of the projection that rises above the desk. In this position he slides down until the entire weight of the body is sustained by his fingers, his legs below the knee only resting on the top of the desk. When the fingers become tired so that he can hold on no longer, he drops to the floor, then the teacher, with a broad ruler gives him a severe blow on that part of the body where there is little danger of breaking bones, and sends him back again to his punishment. Another offender holds a book on his open palm and stretches his arm in a horizontal position. If the tired arm falls below the horizontal, a blow from the ruler brings it back. Another culprit is made to put his finger on the head of a nail in floor and "hold it down." Another is rapidly whirled around like a top; falling to the floor he lies there until ordered to his seat. Another feels the limber switch about his legs which process is continued until the offender at least promises himself that he will do so no more. None of these punished pupils ever report at home; for in those sterner days, the dignity, the authority and sometimes even the tyranny of the teacher is sustained.

The family moved to Walpole, an adjoining town, the boy is sent to the old red school house where his mother taught before her marriage. In 1894, when in his seventy-fifth year, Professor Ormsby visited Walpole, where the old school house still stood with its old whittle benches the same as when he was a pupil there.

But the family was now to be scattered, never to be united again. In November, 1829, on Thanksgiving, the two brothers George and Francis, the one nine years old and the other six, kissed their mother for the last time and walked hand in hand about four miles to Walpole village where they staid all night with their Aunt Lucy Ormsby, who had been a teacher in the village many years. In the early morning of the next day, before it was yet light the two boys with their father walked from the village to Bellows Falls, Vermont, about four miles, then they took the stage for Worcester, Vermont. Here the two boys attended school together until news came of the death of their mother, which occurred on the thirty-first day of December, 1829. The father and the younger brother Francis then returned to Walpole, leaving the older, a boy of only nine years, practically an orphan, for never again was he the recipient of the care of any of his own kindred.

At this time a gentleman by the name of Young, George M. Young of Lyme, N. H.,

the father of E. S. Young, who became one of the first lawyers in the Dayton, Ohio, Bar, and subsequently was the grandfather of George R. and William H. Young, who at this time (1905) constitute the law firm of Young & Young, Dayton, Ohio, became interested in this boy; and in June, 1830, took him with him to Lyme, New Hampshire. Here he did all kinds of farm work that a boy could do and attended school three months in the year till 1835. In this year the Young family emigrated to Ohio. He was then fifteen years old and chose rather to come West with this family than to remain in New England, as he was urged to do. They left Lyme, May 15, and reached Burlington, Vermont on the 16th. On the eastern slope of the Green Mountains they crossed a heavy snow drift, on the road. From Burlington they passed up Lake Champlain to Whitehall in "The Steam Packet Franklin." Thence they went down the northern canal to its junction with the Erie Canal and there took passage on another boat for Buffalo, N. Y., which was reached in a stormy night of May 29. The next day at evening they boarded the steamboat General Pike for Cleveland, Ohio, sailing in the early morning of May 31, arriving in Cleveland and stopping at the old Franklin house about 1 o'clock Sunday morning, June 1, 1835. On the same morning they embarked on the canal boat Ohio, and reached Newark, Ohio, the end of their journey on June 3, 1835. At this time the surface of Ohio was largely covered with dense forests. With axe in hand he went into the "beech woods" in Licking county, and for more than four years engaged in cutting down the trees, the grubbing the underbrush, digging the stumps, clearing up, plowing and cultivating the soil, learning what he could each winter in the district school.

For these years of toil he received little or no compensation, at the end he engaged to work for a farmer one month for ten dollars, and to clear off three acres of land for the same man for fifteen dollars. The work done and the money received, with this magnificent sum of twenty-five dollars, he started for Granville College, now Denison University in Granville, Ohio. He was received kindly by the president and faculty and was permitted to work on the college farm outside of recitation hours at the rate of six cents an hour. In this way he maintained himself during his stay at Granville College, studying Latin, Greek and Mathematics. Professor Ormsby thinks he learned more about correct methods of teaching at this college than he has learned from any other source, and yet he listened to no lectures on that subject. He saw how those masters taught and he has never thought it wise to change their methods.

Leaving Granville College he graduated from Farmers' College, Hamilton county, Ohio. Here he was appointed Principal of the preparatory department and adjunct professor of Mathematics in 1847. He held this position until 1857 when he resigned to take charge of Greenup Classical Academy, Greenupsburg,

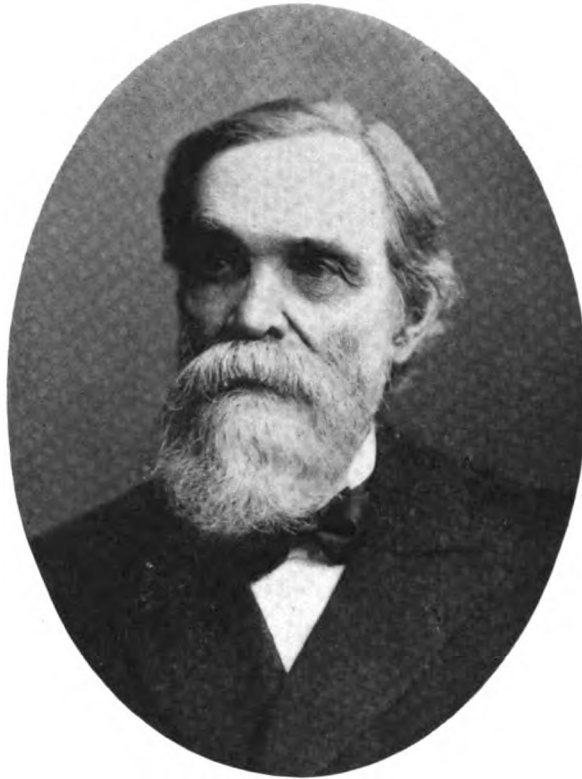
Kentucky. He remained here until the breaking out of the Civil War in 1861. In August of that year he was appointed to the superintendency of the Xenia public schools, Xenia, Ohio, a position which he held until 1879. In May, 1881, he sailed for England and conducted a successful business in the world's great metropolis until 1888. While here he taught for a period in the Working Men's College. All teaching in this institution is done without pay or reward. In 1890 he again visited London returning in 1891. This voyage making ten times that he has crossed the Atlantic.

In 1866 Professor Ormsby wrote a school book on Geography called "Ormsby's Guide to Geography," published by E. H. Buttes & Co. In 1877 was published his "Primary Mathematical Geography and Guide to Nichol's Geographical Models," also his "Terrestrial Globe Manual." In clearness and conciseness of statement and in accuracy of definition these works are unsurpassed even if equalled.

In 1877 also, Professor Ormsby published his "Map Drawing System for Schools." He claims that his system is superior to all others because he makes the parallels and meridians the construction lines for maps and furnishes a scale by which these lines can be accurately drawn. He claims further that his map drawing scale is *ne plus ultra*. It is impossible to make a better one.

Some time prior to the year 1871, Richard Grant White wrote an article on what he called the "Grammarless Tongue." To this article Professor Ormsby made a brief reply, and, subsequently he wrote a series of six papers on the subject of Grammar which were published in the Ohio Educational Monthly, edited at the time by Hon. E. E. White. The first appears in Vol. 12, No. 1, January, 1871. The subsequent numbers appear in the order as follows: in March, April, May, June and the last in January, 1872. The thought chiefly emphasized in these papers is that English Grammar is a study difficult to learn because the exact truth is not seen in the definition. The learner cannot understand the definition because it is not true. Prof. Ormsby is the author of an unpublished Grammar.

In 1853 Prof. Ormsby was married to Miss Caroline Woodbury of Beverly, Mass., a sister of Prof. Isaac B. Woodbury, a well-known musical composer. To them were born three children, a son and two daughters, all of whom are living. He is one of the oldest, if not the oldest of Ohio's teachers and always had the confidence of the mighty men who have passed away such as Andrew J. Rickoff, Thomas W. Harvey, E. E. White, Stevenson, Hancock, Tappan, and others. He is at this time (1905) engaged in no public service, but in perfect health, and with energy unabated, he attends to his own private affairs. "With eye undimmed and natural force unabated" he teaches every Sabbath morning a large Bible class in the First Presbyterian Church of Xenia.



G. L. SMEAD

That most beneficent of institutions — the Ohio State School for the Blind — has been in existence since 1837, or about two-thirds of a century, and the vast amount of good that it has accomplished during that period is beyond computation. The buildings are spacious, equipped with all modern hygienic improvements and comforts, there are extensive grounds and walks, and the institution, as a whole will compare favorably with any other in the country devoted to this purpose. The following are the names, in the order of their succession, of the six superintendents who have given the institution faithful service: A. W. Penniman, William Chapin, George McMillen, R. E. Harts, Dr. A. D. Lord and G. L. Smead, the present incumbent. He has been connected with the school for thirty years, or almost half the time it has been in existence, and much of its present efficiency is due to his efforts.

Mr. Smead is a native of the Old Bay State, having been born in Greenfield, Mass., in 1834, three years before the Ohio School for the Blind was organized. He was raised on the farm conducted by his parents, Charles Lewis and Lucy Smead, and attended the schools of his native place. He fitted himself for a collegiate course at Westminster and

Saxton's River, and then entered Amherst College, Mass., where he graduated and earned the degree of A. B., and A. M. Later on he studied theology and was for fifteen years a minister in the Presbyterian faith.

Mr. Smead first taught in a country school in 1851 to 1852, and then in select schools in Greenfield in 1853-56-57. In 1859 he went to Columbus, Ohio, as a teacher in the Ohio State School for the Blind, continuing in this capacity for nine years. He then became minister of the Gospel, and continued in the service of the Master in this vocation for fifteen years, when he returned to the school for the Blind as superintendent, and this position he has ably filled for the past twenty-one years. During the fifteen years that Mr. Smead was away from the institution the following gentlemen served, consecutively, as superintendents: Henry Snyder, Dr. H. P. Friecker, C. H. Miller, Dr. S. S. Burrows and Dr. R. D. Wallace.

Mr. Smead was married to Miss Sarah E. Emerson, and they have had four children, three sons and a daughter. One son is a physician in Toledo, Ohio; another a machinist at Pittsburgh, Pa., while the third is now a student at the Johns Hopkins Medical College.



PROF. MARTIN REGISTER ANDREWS

Many of the professors at Marietta College have won a national reputation through the excellence of their work there, and their long length of service, and among the number is the above named, who has been connected with the institution for over a quarter century.

Professor Andrews was born near Meigs postoffice in Morgan county, Ohio, April 6, 1842, his father being Seth Andrews, farmer, now deceased. His first education was received in a district school, followed by studies in the higher school at McConnelsville, Ohio, and graduation in 1859. He also took a full course at Marietta College, and was graduated in 1869 with the degree of Bachelor of Arts. His first teaching was done in the district schools of his native county; afterwards at Harmar, now known as West Marietta, of which he was appointed school principal. Succeeding this he officiated for nine years as superintendent at Steubenville, Ohio, and then became attached to Marietta College, where

he has continued for twenty-six years, first as principal of the Academy, and latterly as Putnam Professor of History and Political Science. Professor Andrews has been president of the State Board of Examiners, also president of the Ohio State Superintendents' Association, and holds membership in the Grand Army of the Republic and the Masonic fraternity. He is also a member of the First Congregational Church of Marietta, one of the oldest in the State, which was organized in 1796. Their church building begun in 1806 was destroyed by fire early on the morn of February 13, 1905.

PROFESSOR ANDREWS has been twice married, first to Miss Amanda Laughlin, of McConnelsville, and latterly to Miss Susan K. Hook, and he had by the former marriage a daughter, who is now Professor of German at Lake Erie College, and who also was a teacher in the Philippines with her husband, until his death in 1903.



WILLIAM M. WHITE

In February, 1905, the above named gentleman retired to the repose of private life after a half century of active work as a public educator. He is one of the oldest veteran school teachers that Ohio is proud to call her own, and to whom the laurel wreath of praise is fully given, whose honors have been justly earned, and whose labors for the public weal have been of portentous meaning. While ever unobtrusive in his methods, he worked upon conservative, yet progressive lines that gained the most productive results, turning out the material that made moral citizens, and the amount of good accomplished by him is beyond computation.

WILLIAM M. WHITE is a Buckeye by birth, the offspring of early pioneers. He was born February 21, 1836, in Warren township, Jefferson county, Ohio, his parents being John White, a tanner, and Lydia (Phipps) White, sturdy, upright examples of the early settlers. He obtained his early education in the common school at Smithfield, Ohio, and later took a course at the McNeely Normal school, from which he was graduated in 1856. Prior to this in 1854 he began the professional career in the public service that was destined to extend over so lengthy a period. His first school was in the Kearney district, Smithfield

township, Jefferson county, Ohio, and afterward he taught in other district schools near Smithfield. He then returned to Smithfield and later went to Iowa to accept a charge there. Returning to his home State he accepted a call from Mount Pleasant and continued there for thirty-three years, about a third of a century. Under his leadership the schools there were developed from mediocrity to a state of the highest excellence and efficiency, and it was with deep regret that, after having rounded out his fifty years of service as a teacher, the citizens of that town accepted his resignation in February, of the present year.

Mr. White was ever a staunch upholder of the temperance cause, and exemplified his belief by his personal habits his entire life. He was formerly a member of the Cadets of Temperance, the Sons of Temperance and the Temple of Honor. He holds membership in the Jefferson County Teachers' Association and the National Educational Association.

In August 1873, he was married to Miss Julia W. Ricks, and their felicitous union has resulted in the birth of two sons, now promising young men, the eldest of whom is now in his third year at West Jefferson College, while the youngest is a pupil in the public schools of Mount Pleasant.



ABRAM BROWN

Instructor of the Department of Languages at the East High School, Columbus, Ohio, is a New Englander by birth, having been born in New Hampshire in 1838. He was raised on the farm owned by his parents, George and Sarah Brown, and obtained his first education in the district schools. Later he attended Tilton Seminary of Tilton, preparing for a college course, but left in August, 1862, to enter the Union Army. He enlisted in the Ninth New Hampshire Volunteer Infantry and participated in the battles of South Mountain, Antietam and Fredericksburg. He was severely wounded in the latter engagement, and received an honorable discharge in March, 1863. Upon his recovering he entered Dartmouth College, from which he was successfully graduated in 1867. Mr. Brown first taught school at Westfield Academy, New York, for two terms, and from there

went to Columbus, Ohio, in March 1868. There he officiated as principal of the Middle School Building, corner Rich and Third streets, for one term, when he was appointed assistant teacher of the Central High School, serving in that capacity for two years. He was then elected principal of this school for two years, when he resigned to enter the book trade, conducting business in this line in both Chicago and Boston. In 1881 he returned to Columbus as principal of the Central High School and held that position for eighteen years. Upon resigning he opened a private school, which he conducted for two years, relinquishing it to accept his present incumbency in the East High School. Mr. Brown was married to Miss Emma Gray, of Columbus, and they have a daughter as a result of their happy union.



STATE LIBRARIAN CHARLES BURLEIGH GALBREATH

CHARLES BURLEIGH GALBREATH was born in Fairfield township, Columbiana County, February 25, 1858. His early life was spent on the farm. At the age of seventeen he began teaching in the rural schools. In June of 1879 he completed a course in the Lisbon High School and in September of the same year entered Mt. Union College, from which he was graduated in 1883. Four years later this institution conferred upon him the degree of A. M. He was superintendent of the Wilmot, Ohio schools, 1883-1885, when he resigned to accept the superintendency of the East Palestine, Ohio, schools, where he remained eight years. Although unanimously re-elected for two years more, he resigned to accept a position in Mt. Hope College, and was later promoted to the presidency of that institution. While in East Palestine he was for two years editor of *The Revue*, now *The Revue Echo*. While teaching he frequently did institute work. He was school examiner of Columbiana county, 1885-1893. He holds a life certificate from the State Board of Examiners.

In 1896 he was elected State Librarian by the library commission created by the seventy-second general assembly. Since entering upon the duties of his present position, a number of changes have been inaugurated in the management of the State Library. It is now open on equal terms to all citizens of the State. A system of traveling libraries has been organized

and these collections of books have been sent to patronizing communities in every county of Ohio. Among all the states of the Union, Ohio leads in the number of traveling libraries issued. Within the period of his administration the number of volumes in the State Library has more than doubled. He is a member of the Ohio Library Association, the American Library Association and the National Association of State Librarians. Of the last named organization he was president in 1900.

Under the direction of Col. Ethan Allen, of New York, Mr. Galbreath, in 1897 organized the Columbus Branch of the Cuban League of America, of which he was secretary. This League, which was organized for the purpose of aiding the Cubans, had two thousand members in Columbus and was active in the advocacy of armed intervention just before the Spanish-American War.

Mr. Galbreath is author of the following books and monographs: "Sketches of Ohio Libraries;" "First Newspaper in Ohio;" "Daniel Decatur Emmett, author of *Dixie*;" "Samuel Lewis, Ohio's Militant Educator and Reformer;" "Alexander Coffman Ross, author of *Tippecanoe and Tyler too*;" "Benjamin Russel Hanby, author of *Darling Nelly Gray*." He has written other sketches and has contributed to library and educational journals.



JOHN W. ZELLER

SUPT. ZELLER first saw the light in that section of Northwestern Ohio known as the "Black Swamp" region. His father and mother came from Wurtemberg, Germany, and became pioneers in the settlement of Hancock County. Reared on the farm in a round log cabin, he received the meager schooling that these pioneer days afforded, and began teaching in the rural schools at the age of seventeen years.

PUBLIC SCHOOL CAREER.

Five winters as teacher in these schools, graduation from a normal school and from a college, three years as teacher in village and town high schools and superintendent; his superintendency of the Findlay public schools for twenty-five years, including the supervision for years of the rural schools of Findlay township—this in brief tells the story of his public school work.

A CLOSE AND HARD STUDENT.

During all these years Prof. Zeller has been a close and hard student of the science and art of education and of the great educational problems of the day. He has also been a close student of subjects related to the science of education—political science and the science of jurisprudence—and completed

a course in the former twelve years ago for which work a doctor's degree was conferred on him, and the latter subject he completed eight years ago, and after a rigid examination was admitted to the bar. These subjects were pursued not with a view of leaving school work, but rather for the mental discipline and breadth of thought afforded.

CLOSELY ALLIED WITH EDUCATIONAL PROGRESS.

Nowhere in the state has educational growth and improvement been greater during the last two decades than in Northwestern Ohio. Mr. Zeller has not only been closely allied to and identified with all the educational agencies and movements in this section, but of the entire state. In recognition of his high service, he has been honored with many positions of trust in his chosen profession. He was one of the original organizers of the Northwestern Ohio Teachers' Association, an organization which numbers more than 1,000 active members, and is one of the most vital and effective educational agencies in the state. He has been present at and participated in every meeting since its organization thirty years ago; he has frequently served on the executive committee, has been twice honored with the presidency, and declined to accept this honor a third time when tendered him

at its recent session in this city. He has served as a member of the executive committee of the Ohio State Teachers' Association, was a member of the legislative committee of the same association for eight years and four years ago was honored with the presidency of the Superintendents' Department of the State Association.

INSTITUTE INSTRUCTOR AND RELATION TO RURAL SCHOOLS.

As institute instructor he has served two terms in half of the counties of the state, and at these meetings many of his co-instructors have been among the leading educators of the country. Mr. Zeller has been very fortunate in his associations with great educators, having been closely associated with such distinguished men as Drs. Schaeffer, state superintendent of Pennsylvania, White, Hinsdale, Harvey, Hancock, Lehr and many others of equal renown.

Supt. Zeller also served two terms on a board of examiners, holds a state life certificate granted in 1881 after passing a rigid examination in nineteen branches.

His advice has been frequently sought by younger men of the profession and freely given on educational subjects, courses of study, school organization and administration. He has been an inspiration to many a younger teacher in Northwestern Ohio and will leave his educational impress on the schools in this section of the state.

It has been the habit of his life to attend all the county quarterly institutes and by these and other means, he has kept in close touch with the work and needs of the county schools.

WORK IN THE FINDLAY SCHOOLS.

No comments need be made on his efficient service in behalf of Findlay's schools. When he was chosen superintendent of these schools twenty-five years ago, there were two and a half school buildings, a corps of sixteen teachers, and 900 pupils. No city of this class in the state grew by such leaps and bounds, requiring the erection of so many school buildings, and the consequent expenditure of so much money. In four years Findlay leaped from a population of 4,500 to more than 18,000, with an enrollment of 3,600, which necessitated fourteen school buildings and a corps of eighty-three teachers. This rapid growth demanding a large expenditure of money has necessitated the practice of a most rigid economy in the administration of the city schools. These facts have made their administration an extraordinary task, and yet despite this unavoidable, unfavorable circumstance Findlay city schools rank with the best

in the state. During all these years Supt. Zeller has been fortunate in securing an able corps of teachers, and being a hard and effective worker, he has inspired his teachers to do hard and effective work.

EMINENTLY QUALIFIED.

This brief sketch indicates that his educational career has brought him in touch with every phase of public school work, and that he is both by education and experience eminently qualified to render valuable service in the profession chosen as his life work.

R. L. FRAZIER

In his position as superintendent of schools at Gnadenhutzen, Mr. FRAZIER has ample opportunities for the exercise of those masterly qualities with which nature and thorough training have so generously equipped him, and that he is taking full advantage of those opportunities is being satisfactorily demonstrated in the admirable condition in which his schools are to be found.

R. L. Frazier was born in Wheeling, West Virginia, February 15, 1878. His parents, J. W. and Louisa (Bryan) Frazier, father native of West Virginia, mother of Pennsylvania, are living at Steubenville, Ohio. Our subject first went to school when six years old, at Edgington, West Virginia, continuing up to his tenth year, when he moved to Gnadenhutzen, Ohio, and went to the schools there for six years more, graduating from the high school in the class of 1896. He attended the normal school at Ada in 1898, also in 1903, and took a year's scientific course (1900-1) at the Ohio State University.

In 1896 Mr. Frazier taught his initial school, this being the Crossroads rural in Tuscarawas county, and in the year following he moved to Gnadenhutzen as teacher of "B" grammar school. He remained in charge of this grade two years, and then taught "A" grammar school five years, when, in 1904, he was promoted to the superintendency, a well earned and fully deserved honor. There are four capable assistant teachers, and the number of pupils in attendance averages 165.

Mr. Frazier holds a five years' professional certificate, and is a member of and takes great interest in the Ohio Teachers' Reading Circle, the Tuscarawas County Teachers' Institute, the Eastern Ohio Teachers' Association and the Ohio Teachers' Federation. In 1902 he was united to Miss Esther Eggenberg, of Gnadenhutzen, an amiable lady of excellent attainments, and they have a girl baby to enliven their hearthstone.



N. H. CHANEY

The subject of this sketch is a native of Highland County, Ohio, and was born March 4, 1856. He is the third of a family of six children, whose parents were John A. and Mary C. Chaney. The family is of Scotch Irish lineage, and the sturdy traits of character of both these races characterize the life, conduct and business affairs of this well-known educator.

DR. CHANEY is now the efficient Superintendent of the Youngstown City Schools. He began his professional career in the common schools of Highland County, where he is still remembered as one of the most successful teachers the county ever had. While yet a student in the home school, which stood on his father's farm, he was so apt and efficient in learning that his teachers frequently used him to hear classes and to teach in their absence. This early work has always been regarded by him as a baptism into his life work.

At the age of twenty he entered Wilmington College, taking Sophomore rank by special examination, and graduating therefrom in 1880, receiving the degree of Bachelor of

Arts. He re-enrolled at once for the degree of Master of Arts, choosing German for special study, and after four years of hard work passed the required examinations and secured the coveted honor. Later he entered upon an extensive study of English Literature and speculative philosophy as a post-graduate student at the Ohio Wesleyan University, which conferred upon him in 1892 the Master's degree for the work done in literature, and the Doctorate of Philosophy in 1893 for the work in philosophy. His examinations and theses are said to have been of superior excellence. After a year's rest he entered the University of Chicago where he spent several consecutive summers re-enforcing his previous study of literature, ethics and philosophy.

Dr. Chaney is a ready and thoughtful speaker and inspires all who hear him with his own zeal and enthusiasm for all that is best in life and labor. As an educator he is a strong organizer and controller of educational forces. He enjoys an enviable reputation for the successes he has achieved in several different schools of the State. He

has a State Life Certificate, and is president of the Ohio State Teachers' Association which holds its meetings annually at Put-in-Bay. He is also a member of the National Educational Association, the Northeastern Ohio Teachers' Association, the Independent Order of Odd Fellows and a Thirty-second Degree Mason. He was married in 1880 to Miss Anna R. Roush, of Sabina, Ohio, and has a family of three engaging daughters. His school motto is "First a man then a scholar," and he insists that public education should take care of right living as well as right thinking.

J. E. FROENDHOFF

In Dayton, as elsewhere, there are a number of citizens who, although engaged in other occupations, are still public-spirited and interested enough to give a portion of their time to the cause of education, and among such is Dr. J. E. FROENDHOFF, who for the past seven years has been a valued member of the Board of Education. This gentleman is "native to the manor born," his birthplace being Dayton, where he first saw light on August 14, 1865. He was the only offspring of his parents Louise and Anthony Froendhoff, the latter a well-known wholesale liquor merchant of this city, and a most estimable citizen. Dr. Froendhoff's first educational training was obtained in the Emanuel Parochial School, this city, followed by a course at St. Mary's Institute, on leaving which he entered the Ohio Dental College at Cincinnati, from which institution he successfully graduated in 1895. Returning to Dayton the same year he opened dental parlors at No. 228 South Main Street, meeting with good success, and later he removed to his present address, No. 421 South Main Street. In 1897 Dr. Froendhoff was elected a member of the Board of Education, which office he has so acceptably filled that he has since been repeatedly elected to succeed himself.

Dr. Froendhoff is also one of Dayton's most prominent musicians, possesses a phenomenally fine voice, and is recognized as the leading tenor in the city. He sings first tenor in Emanuel church and his execution has delighted thousands. He holds membership in the Harmonia Singing and Dramatic Society, the Cosmopolitan Quartette, and also in the Elks and Order of Eagles.

EDWARD P. CHILDS

This gentleman has had a very varied and extended experience in the educational world, and the many years so actively passed in his profession have eminently fitted him for the duties of the responsible position of which he is the present incumbent—that of Principal of the High School of Newark, Ohio.

Mr. Childs was born in Jonesville, Michi-

gan, being one of a family of nine children, of whom five are now living, and his father, the Rev. Edward Childs, was a well known minister of his time. His first education was received in the public schools of Jonesville, from whence he entered the High School at Ann Arbor, Michigan, graduating from which a college course was taken at Dennison University, Dennison, Ohio. A further course was taken at Ann Arbor, when Mr. Childs returned to Dennison University and graduated therefrom with honors. In 1891 he received a call from Fargo, Dakota, and, going there, was for two and a half years a tutor in the Fargo College. Returning to Ohio he taught in Dennison University two years, and then went West again, where, for three years, he was a teacher in the High School at Pueblo, Colorado. Thence Mr. Childs sojourned to Albuquerque, New Mexico, where, for three years, he officiated as Dean of the university there. He then returned to Newark, where, for the past four years, he has been the efficient and capable Principal of the High Schools.

Mr. Childs is a member of the Masonic Order, the College Fraternity, and the National Educational, Central Ohio Teachers', and the Central Ohio Schoolmasters' Associations, and his reputation and standing in the community are of the highest.

C. J. O'DONNELL

Principal of the Jackson School, Cincinnati, has been engaged in educational work for upward of a third of a century, and is most favorably known to his colleagues and the public. He was born in New York City in 1845, his parents being Charles and Eunice O'Donnell. His father was born in Ireland, and went from the "Emerald Isle" to New York in 1830, engaging in the grocery trade there. After attending the public schools of Brooklyn, New York, our subject entered St. John's College, Fordham, New York, and was graduated in 1866, with the degree of Bachelor of Arts. Later he studied law in Brooklyn and was admitted a member of the Bar there in 1869. In 1870 he came West, and located in Cincinnati, where he has since continued to reside. His first experience as a teacher was in the second intermediate school, his services there covering three years. He was for twelve years principal of the Fifth District School, and for the past fifteen years he has been principal of the Jackson Building, which is now one of the best conditioned schools in the city.

Mr. O'DONNELL is a member of the Ohio State Teachers' Reading Circle, and the local educational Associations, and a worshipper in the Catholic Church. After the death of his first wife, Miss Mary Applegate, he was married to Miss Ella Hanan, and they have five children—four sons and a daughter.



HOMER B. WILLIAMS

State Commissioner of Schools Jones, gracefully and most creditably inaugurated his regime by the appointment of HOMER B. WILLIAMS as a member of the State Board of Examiners. The appointment was a singularly felicitous one, the recipient thoroughly worthy of the honor. As a scholar, as a teacher, as a man who "does things," Mr. Williams has made his mark in the educational history of Ohio, and it is without flattery to state that he is fully entitled to all honors that may be extended him.

Homer B. Williams is a Buckeye by birth, having been born near Mount Ephraim, Noble County, Ohio, October 16, 1865, on the farm owned by his father, John B. Williams. To secure a good education, to aspire, was his natural ambition, and his desires were, in spite of obstacles, finally most substantially accomplished. After attending country and village schools he performed preparatory work in the summer normal schools of Senecaaville and Caldwell, and in 1885 he entered Ohio Northern University. His college work was somewhat irregular, owing to the fact that it was necessary for him to teach during

the winter terms in order to earn money for his expenses. After graduating in the classical course in 1891 he taught for five years in country and village schools, and then came rapid promotion. He was successively superintendent at Dunkirk, Caldwell, Kenton, Cambridge and Sandusky, having held this position at the latter place since 1898. Each change was a promotion and in each position he acquitted himself with credit.

Mr. Williams holds a high school life certificate, is an active member of the National Educational Association, and chairman of the executive committee of the Ohio State Teachers' Association, and in secret organizations holds membership in Perserverance Lodge, No. 329, F. & A. M., Sandusky City Chapter No. 72, R. A. M., Sandusky City Council, No. 26, R. & S. M., and Erie Commandery, No. 23, Knights Templar. He is a member of the Methodist Episcopal Church.

On June 12, 1890, Mr. Williams was married to Miss Cora B. Brewer, of Marion, Ohio, and they have a family of three lusty sons. Of the appointment of Mr. Williams as State Examiner the Ohio Educational

Monthly, among other things, said: "The teachers of Ohio are to be congratulated that such a man has been chosen for this important position, and that Commissioner Jones in this, his first appointment, has set a standard that augurs so well for the schools of the State."

MISS LENA M. BANKHARDT

The above named lady is the popular principal of the Fullerton School Building, Cleveland, Ohio, and has ably filled that position for the past seven years, prior to which she was principal of the Huck Building for five years. She is a thorough enthusiast in her profession and her work has been uniformly successful.

MISS BANKHARDT is a native of Cleveland, daughter of John M. Bankhardt, a leading commission merchant of that city. She was educated in the graded schools of Cleveland, graduated from the Central High School, and also took a course at the Normal School, graduating in 1880. Shortly afterward she entered upon her career as teacher, and has taught in the Walnut, Warren, Fowler, Huck, and Fullerton schools.

Miss Bankhardt is a member of the National Educational Association and the Ohio State Teachers' Association, attends the Woodland Avenue Presbyterian Church, and is most favorably known in educational circles.

FANNIE S. GLENN

The leading factor in the advancement of civilization—to use a well-known truism—has been education, and the best educational system is to be found in America. Our public schools are our proud boast, and throughout the broad land none better are to be found than those of Ohio. Columbus is particularly well favored in this respect, the school system being perfection itself. Among the well-known educators of the city is Miss FANNIE S. GLENN, the accomplished Principal of the Third Street School. This lady is a native of Columbus, being a daughter of Charles Scott Glenn, the noted journalist, who for years conducted the old Columbus Gazette, long since defunct. She attended the public schools, passing successively through the various grades, and, in 1880, graduated from the Central High School. Two years later (1882) she was given a department in the Sullivant School, Rich St. School and Ohio Avenue, and continued in successful service there up to 1902, when her strong merits being recognized by the Board as deserving of a higher field for exercise, she was appointed Principal of the Third Street School, and this position she still maintains in the most efficient manner. Miss Glenn is a member of the Central Ohio Teachers' Association, Teachers' Mutual Aid Association, Teachers' Reading Circle and the Principals' Association, and is an attendant of the First Methodist Church.

ERNESTINE SCHREYER

This lady has been identified with the promotion of education in Columbus the past twenty-five years, and has done much to enhance its status in the capital city. Miss SCHREYER was born in Columbus, where her father, G. Schreyer, was a prominent inventor, patentee and manufacturer. After passing through the various grades of the public schools and graduating from the Central High School, she began her pedagogical career in 1879 as a teacher in the Fulton Street School, remaining there a year, when a transfer was made to the Mound Street School, where two years were passed, and the succeeding eight years our subject taught in the Park Street School. At the expiration of that time she was promoted to the First Avenue School, and is still Principal of that "hall of learning." Miss Schreyer has taken a literary course under the tuition of Professor Chalmers, holds membership in the Principals' Association, is an attendant of the Universalist Church, and she has a pleasant home at No. 105 West Goodale Street.

MARY CECILIA LEMERT

Long, tedious early training, extended initial experience, natural proclivity, good executive judgment, personal magnetism, geniality, power to make one's influence felt and appreciated, a vast fund of special and general knowledge, together with an unlimited store of patience—these are some of the qualifications requisite in order to become a public school teacher, that is, one of the successful kind. These numerous qualifications, combined with a winning womanhood, are possessed in signal degree by Miss CECILIA LEMERT, instructor in the Frazeysburg school and one of the most popularly known teachers in this section of the State. Miss Lemert is an enthusiast in her work, has made a close study of child-mind culture and development, and is enabled to bring out of her pupils the best results attainable.

Miss Lemert is a native of Frazeysburg, Ohio, daughter of Millard Clayton Lemert and Arie Jane Lemert, who conducted a prosperous farm near that city. Her earliest education was obtained in five years' attendance at Mount Zion School, Muskingum County, and in 1896 she went to Frazeysburg, taking a four years' course in the school there, and in 1899 she was granted a first teachers' certificate. Miss Lemert taught school in Coshocton County and at Mount Zion, and, on leaving the latter went to Frazeysburg where she has resided and continued professional work. She is in charge of the third and fourth grades of the school there, having under her care some forty pupils, and her departments are maintained at a plane of excellence reflecting much credit upon her ability.

Miss Lemert is a member of the Ohio Teachers' Reading Circle, the Muskingum County Teachers' Institute and the State Teachers' Association, and is most favorably known to a wide circle of friends and acquaintances.



ROBERT E. RAYMAN

Superintendent of Schools at East Liverpool, Ohio, and a most efficient educator, was born on a farm in Pickaway County, Ohio, his parents being Daniel and Adaline Rayman. On completing his public school studies he entered the Ohio Northern University at Ada, and after his graduation there took a course in Otterbein University, Westerville, and from there went to the Northwestern Ohio University, from whence he was graduated in 1884. MR. RAYMAN first taught school in District No. 5, Madison Township, Fairfield County, Ohio, and, following that, became an instructor in the high school at Lithopolis, Ohio. His next position was as superintendent

of schools at Logan, Ohio, which he held for nine years, or until he was elected to his present incumbency as superintendent at East Liverpool, and under his rule the schools there have attained a high degree of excellence.

Mr. Rayman is a member of the National Educational Association, the Eastern Ohio and Ohio State Teachers' Associations, the Masonic Order and Knights of Pythias. On September 4, 1884, he was married to Miss Eva Shaeffer, and they have two particularly bright daughters, Rowena Edna, now a co-ed. at Wooster University, and Esther Marie, a junior in the East Liverpool High School.



EDWARD M. VANCLEVE

EDWARD M. VAN CLEVE was born in the city of Urbana, Champaign County, Ohio, February 7, 1867, and received a sound public school and college education. His father, the Rev. Lafayette Van Cleve, D. D., was a native of Hamilton County, Ohio, became prominent in his profession, was widely known as an officer for many years in the Masonic grand bodies of Ohio, and was of a ripe age when his death occurred in 1892. He was for 44 years a minister of the Gospel in the Methodist Episcopal Church, being most of the time a member of the Cincinnati Conference. His grandfather, John Van Cleve, a native of Pennsylvania, came to Ohio from that state early in the nineteenth century, and was one of those sturdy pioneers whose labors laid the foundation for the future greatness of the State. His mother, Mrs. Sarah E. (Smith) Van Cleve, who is still living, was born in Maysville, Kentucky, where her family was accounted among the most prominent and influential. Our subject had two brothers and a sister; of these Charles L. Van Cleve is superintendent of schools at Mansfield, Ohio; the elder brother, Dr. John S. Van Cleve, of Cincinnati, is a lecturer, while his sister is now Mrs. James B. Stears, wife of the editor of the Jessamine Journal, Nicholasville, Kentucky.

Edward M. attended school in Wilmington, Clinton County, Madisonville, Hamilton County, Waynesville, Warren County, and Hillsboro, Highland County, attending high school at the latter place, from which he graduated in the class of 1882. He then took a four years' classical course at the Ohio Wesleyan University, graduating in the class of 1886, and later had conferred upon him the degree of Master of Arts. He has also taken post-graduate courses at this university. He holds a high school life certificate, dated 1891, having taken the examinations for common school and high school certificate at the same time. He has served terms on the Board of County Examiners of Clark County, City Board of Examiners at Barnesville, and Greenville, and is at present on the City Board in Steubenville.

In 1887 Mr. Van Cleve began teaching at Twin Valley College, Germantown, Ohio, and was instructor of ancient languages there for two years, after which he served for four years as superintendent at South Charleston, Barnesville, Belmont County, next claimed his services as superintendent for seven years, and then for four years he was superintendent at Greenville, Darke County. In 1903, in response to a unanimous call, he went to Steubenville to become superintendent. Un-

der his supervision are sixty-five teachers, and the number of pupils in attendance is 2,300.

Superintendent Van Cleve has been a member of the Ohio Teachers' Reading Circle since 1890, is a member of the executive committee of the Ohio State Teachers' Association, and a member of the Jefferson County Institute, the National Educational Association, the Eastern Ohio Teachers' Association, the Masonic Order, the Phi Kappa Psi fraternity (national) and the Methodist Episcopal Church.

In 1892 Mr. Van Cleve was married to Miss Carrie E. Brown, of South Charleston, Ohio, and they have one child, a bright daughter.

MISS IDA M. DEIGHTON

The entire life of this lady has been devoted to the cause of popular education; her sole controlling thought how best to promote its development, and to this end her energies and intellectual attainments have all been directed with most gratifying results.

Miss IDA M. DEIGHTON is a native of Cleveland, Ohio, and her father, Thomas Deighton, now deceased, was formerly a master mechanic in the Lake Erie Rolling Mill of that city. She was educated in Cleveland's excellent public schools, graduated from the West High School in 1886, and then took a course in the Normal School, graduating in 1887. Her first assignment as teacher was to the Waverly School, where she remained two years. Then came six and a half years in the Gordon Street Building, and, in 1896, she was promoted to the principalship of the Willard Street School, which position she has since continued to fill.

Miss Deighton is a member of the Northeastern Ohio Teachers' Association and of the First Congregational Church. In school teaching she certainly has found a congenial sphere for the exercise of her talents, and her labors in the public service have been productive of an incalculable amount of good.

HARRIET E. BANCROFT

Miss BANCROFT has long been actively identified with the cause of education in Ohio, and her ability is universally recognized. She was born in Franklin county, Ohio, her father having come here from Licking county, Ohio, in boyhood. Attending the public schools of Columbus, she graduated from the Central High School in 1877, and began her career as a teacher in the Second Avenue School, going from there to the Douglass School in 1880, retaining this position eleven years, during which time she was appointed Principal. In 1891, on the opening of the Fair Avenue School, Miss Bancroft became its Principal, and has filled this position with honor ever since. Miss Bancroft resides at No. 159 North Monroe Avenue, Columbus, and holds membership in the State Audubon Society, the American Ornithological Union and several educational associations.

MISS ALICE FASSIG

This lady has been engaged in the public school service for upward of twenty years in Ohio's capital city, and is most favorably known to the public as an educator of sound ability and progressive methods.

Miss FASSIG was born in Columbus, Ohio, in 1865, her parents being Eliza Fassig, deceased, and Matthias Fassig. The latter is one of the oldest, best known citizens and business men in Columbus. He was born in Germany, came to the United States and to Columbus when but fourteen years of age, and has ever since resided there, where he is engaged in business as a shoe merchant. He also has two brothers there engaged in the same line.

Miss Fassig attended the public schools of Columbus, and graduated from the High School with the class of 1882. She then took a two years' course in the Normal School, graduating therefrom in 1884, and underwent special studies at the Ohio State University for a year. She began teaching in 1884, and taught in various schools in Columbus up to December, 1904, when she was elected to her present position, that of Principal of the Michigan Avenue School. This is a new school with a handsome new building, equipped with all modern improvements.

MRS. ADA E. LAIRD

This lady, principal of the Waverly Building, Cleveland, is a veteran exponent of the "art pedagogical," and has a creditable record for strong executive ability and the commendable character of her methods. She has tried to induce each teacher under her leadership to gain a personal knowledge of each pupil, especially of those least favored by environment or by mental endowment, realizing that every child in the public schools, native-born or foreign, will, if living, constitute one of the body politic to whom will be entrusted the welfare of this great Republic.

MRS. ADA E. LAIRD was born at Burton, Ohio, daughter of Justin Williams, a farmer, and she attended country schools up to her fourteenth year, when she went to Painesville, Ohio, and studied in the public schools of that town, later taking a course in the Lake Erie Seminary, Painesville; from which she was graduated in 1869. The first position as teacher, secured by Mrs. Laird, was in a Painesville district school, and thence she went to Geneva, Ohio, where she taught for two years in the graded schools. Cleveland, Ohio, has been her field of labor for the past thirty years, and there she has taught but in two buildings—the Kentucky and the Waverly. As principal of the latter her work has been of the most satisfactory character, and has been fully endorsed by all interested. Mrs. Laird has held membership in the National Educational Association for the past fifteen years. She is also a member of the Northeastern Ohio Teachers' Association and a worshiper in the First Congregational Church.



PROF. ARTHUR POWELL

PROFESSOR POWELL, the talented Superintendent of the Schools at Middletown, Ohio, is a broad-minded, progressive educator, possessing remarkable executive ability, sound judgment, ripe scholarship, and a sterling personality that never fails to impress those with whom he comes in contact. As a teacher he has been one of Ohio's most successful educators, ruling his schools with a wise, firm, yet gentle hand, ever securing excellent discipline without harshness, his natural dignity inspiring respect in the minds of pupils, and at the same time obtaining their confidence and esteem. A member of numerous educational associations his ability as a speaker is well known and he has often been called upon to address these organizations to the great delectation of his hearers. As a writer Professor Powell has contributed much valuable literature to the cause of education. Among the specially noteworthy of these publications was a paper on "The Limitations of the School Curriculum," a paper read before the Ohio State Teachers' Association at Put-in-Bay, July, 1900, when he was superintendent of schools at Marion, Ohio, and "Some Problems in Education," his inaugural ad-

dress as president of the O. S. T. Association, at Put-in-Bay, June 30, 1903, when he was superintendent at Middletown, the position still occupied by him. Both papers were replete with valuable information and practical ideas, and made a deep impression upon his hearers. Arthur Powell was born on his father's farm, near Sharon, Noble County, Ohio, October 22, 1853. His father, Andrew Powell, now living at Worthington, this State, is also a native of Ohio, and is of Scotch descent, ancestors of the family having emigrated to America and settled in Virginia, where they afterward became prominent. His grandfather, Samuel Powell, was a minister in the United Brethren Church, and died in the pulpit, while officiating in his duties. The mother of our subject, whose maiden name was Martha Lyons, was born in Ohio.

Professor Powell was reared on a farm, and up to the age of sixteen received but a district school education. Being ambitious for something better, however, he entered the Ohio Central Normal School at Worthington, taking a preparatory course. From eighteen until twenty-two he taught school, and, at the latter age, having saved sufficient funds, en-

tered Oberlin College. In 1880 he graduated with the degree of A. B., having completed the five-year course in four years. He graduated at the head of his class, and was also one of the students chosen for the oratorical contest, in which he made a marked impression. His first professional charge on leaving college was the schools at St. Paris, Ohio, and on leaving there he served for six years as principal of the schools at Wadsworth, Ohio, in which he achieved deserved distinction.

He next became principal of the Barnesville schools, and thence went to Marion, Ohio, to assume a similar position there, where he won an enviable reputation and instituted many innovations, among them being the introduction of the teaching of vocal music and the revision of the high school course, raising the standard of instruction so much that pupils have since been admitted to any college in the State on presentation of a certificate from the Marion high school. Through his indefatigable efforts, also, Professor Powell secured the erection of a new high school building at Marion, one of the finest in the State. He served for eleven years as superintendent at Marion, then for two years filled a similar post in Steubenville, Ohio, where he accomplished a vast amount of good, and for the past two years he has been superintendent at Middletown, Ohio. Here, under his supervision, the status and efficiency of the schools have been greatly elevated, and he commands the confidence and esteem of the entire community. Professor Powell is president of the State Board of Examiners, ex-president of the Northwestern Ohio Teachers' Association, and is particularly interested in teachers' institutes, in which for many years he has taken a leading part, attending them in different parts of the State, and organizing and holding them in various counties. He is also prominent in the Masonic, the Knights of Pythias and the Odd Fellows' organizations.

Professor Powell has likewise been very active in church and Sunday-school work. At Marion he built up a Sunday-school class of over four hundred members in the Epworth M. E. Church. He has ever been greatly interested in the Epworth League, and is at present one of its district officers. On July 23, 1884, the Professor was united in marriage to Miss Ada E. Franks, a lady of intellectual attainments, and they have two children—Stanley Franks and Carroll Arthur Powell.

LIELA CLAIRE HOLCOMBE

This lady has made an enviable record as a painstaking, thorough and effective instructor, for, as a teacher, she has ever been ambitious, faithful and conscientious, untiring in her efforts to promote the welfare and advancement of her pupils.

LIELA CLAIRE HOLCOMBE is a native daughter of Ohio, having been born in Bremen, Fairfield County, where her father, C. B. Holcombe was a leading practising physician.

She attended the public school of Corning for years, graduated from the Corning High School, and next became a pupil in Hollins' Institute, Virginia, following her studies there with a course at Dennison University, Granville, Ohio, and six years were spent at this famed institution of learning: In 1902 Miss Holcombe began her life work as a teacher, her first school being in Chihuahua, Old Mexico, and a year was passed thus in this historic old city. Returning to Corning, Miss Holcombe was assigned to the High School there, being appointed assistant principal under Geo. W. De Long, superintendent of the High School. This position she still holds, and her duties are performed in a manner so thorough that the departments in her care have been raised to the highest plane of efficiency and usefulness.

Miss Holcombe is a member of the Ohio Teachers' Reading Circle, also an attendant at the Baptist Church, Corning, and by her pupils, friends and fellow-teachers she is held in universal esteem.

HATTIE VAN WORMER

The foundation for all the great progress that we witness in all things in this wonderful twentieth century, is found in that magic talismanic word—"Education," for without education as a basis but little could have been achieved. The public schools are the primal factor in the training of the world's mind, and the American system the best, as generally conceded.

The schools of Newark will in every way compare most favorably with those of any other city, and their teachers are among the ablest educators in the land. Among these an honored position is occupied by Miss HATTIE VAN WORMER, principal of the Woodside School, and a most talented instructor. Miss Van Wormer is a native daughter of Ohio, having been born at Groveport, Franklin County, where her father, Andrew J. Van Wormer conducted business as a merchant. Her early education was received in the public schools of Groveport, and in the Granville Female College. On leaving that institution, Miss Van Wormer secured a school in Sugar Grove, where she taught one year. She then taught three years in Lithopolis. In the meantime her parents removed to Newark, and Miss Van Wormer next taught two years in a Licking County school. Desiring to become more proficient she now entered the Columbus Normal School, from which she graduated. She soon after began teaching in Newark where she has been for the past five years. Three years ago, she received the recognition her ability deserved, and was promoted to the principalship of the Woodside School, which position has since been filled by her in the most creditable manner.

Miss Van Wormer is an ex-member of the Ohio Teachers' Reading Circle and the Chautauquans, is an attendant of the Second Presbyterian Church, and has a host of friends in educational and social circles.



PROF. WILLIAM H. MECK

The career of this gentleman — one of the best known educators in the country — has been one of phenomenal, well attained success, and his laurels are not only well deserved, but have been fully earned. PROFESSOR MECK was born, reared, and educated in Ohio, and is a most creditable representative son of the Buckeye State. His first experience in his profession was, when a mere boy, he taught in the rural schools of Crawford County for four years, and so successfully that at the expiration of that period he was elected principal of the Wapakoneta High School, holding that position three years. He resigned to attend the Ohio Normal University, graduating in 1888. Later on he held the principalship of the Kent High School for two years, relinquishing it to enter the Ohio Wesleyan University, and simultaneous with the pursuit of his studies there he was employed as an instructor in Mathematics. He graduated in 1894 with high honors, the degree of Bachelor of Arts being conferred upon him. In 1894-5 he was principal of the high school at Sidney. Continuing his scholastic pursuits Professor Meck also gained recognition from the Miami University, which

in 1898 conferred on him the degree of Master of Arts. For the past ten years he has been an instructor in the Steele High School, Dayton, Ohio. On August 31, 1898, he was appointed, by Commissioner Bonebrake, a member of the State Board of School Examiners, to succeed Supt. Sharkey, of Eaton, Ohio, for a term of five years, Professor Meck was the first high school teacher to be appointed to the State Board, and it was a most substantial recognition of his ability. His services in his new office were so efficient that in August, 1903, he was again appointed to the position, and was the first one to succeed himself since the enactment of the five-year law. Professor Meck has contributed much to educational literature, and has frequently been called upon to address teachers' associations. He holds High School Life Certificates from Ohio and Michigan, and in July 1898, at Put-in-Bay, was elected president of the High School Section of the Ohio State Teachers' Association, and in December, 1904, he was admitted to the Bar. Professor Meck's whole heart is in his life-work, and the services he has rendered to the cause of education are inestimable.



WILLIAM HENRY MITCHELL

The above named, one of the most widely known and experienced of Ohio's public school instructors, was born in Indiana in 1853. His father, the Rev. Walter Mitchell, was born on Nantucket Island, Mass., and for many years was active in the Presbyterian ministry. He attained the ripe age of eighty-five in November, 1904, and is still living with his worthy spouse, Mrs. Mary (Evans) Mitchell, who is almost of the same age, having celebrated her eighty-fourth birthday in February, 1905. They came to Ohio when our subject was but an infant, and have since resided here. The latter secured his earlier education in the public schools of Gallipolis, and after completing the studies there, took a course in Marietta College, from which he graduated in 1874 with the degree of Bachelor of Arts, later receiving the degree of Master of Arts from the same institution. In 1875 Mr. MITCHELL began his pedagogical career as teacher in Gallipolis schools, continuing there for six years, when he was appointed superintendent of Monroeville and Ridgeville Township, Ohio, and officiated in this dual

capacity for fifteen years. For the past seven years he has been superintendent of schools at New London and New London Township, Ohio, and has achieved a distinct success, building up the schools to the highest possible degree of efficiency.

While at Gallipolis, Mr. Mitchell served as a member of the Board of Examiners for both that city and Gallia County. He has been a member of the Board of Examiners of Huron County for the past twenty years, and of the State Board of Examiners for five years. He has done and is still doing much valuable institute work in all parts of the State. Mr. Mitchell holds membership in the Ohio Teachers' Reading Circle, the Northeastern Ohio Teachers' Association, the National Educational Association, and the Ohio State Teachers' Association, and holds membership in the Congregational Church. In 1879 he was married to Miss Clara C. Langley, and they have a son, Walter E., who is now in his 17th year, and daughter, Carrie L., who is a student at Wooster University.



PROF. CHARLES C. MILLER, Ph. D.

The efficient superintendent of schools at Lima, Ohio, and a most accomplished educator was born at Baltimore, Fairfield county, Ohio. In 1856, son of Enos S. Miller, carriage maker by vocation. After completing studies in the country schools, he entered Fairfield Union Academy at Pleasantville, Ohio, graduating from the latter institution in 1876. After teaching for several terms to earn sufficient means to attend college he entered the Ohio State University in 1877 and was graduated in 1883 with the degree of A. B. Professor Miller has always been a hard student, and has paid his tuitions by his own labor.

In 1903 he had conferred upon him the degree of Doctor of Philosophy from the Ohio University at Athens, Ohio. Professor Miller began his pedagogical career in 1874 as a teacher in the country schools. His first work as superintendent of schools was at Eaton, Preble county, Ohio, 1884-1886. On resigning from that position he went to Ottawa, Putnam county, 1886, and then to Sandusky, Ohio, as superintendent. He was then elected at Hamilton, Ohio, 1892, in a similar capacity, and at a large increase in salary. Ten years ago he was elected superintendent of schools at Lima, and continues to most satisfactorily discharge the duties of that office. Professor Miller was Ohio's school commissioner from 1891 to 1892. He was appointed State exam-

ner in 1901 by Hon. L. D. Bonebrake. He likewise had the honor to be the first graduate of the Ohio State University appointed on the Board of Trustees of that institution. Mr. Miller has done a large amount of institute work in Ohio, Indiana and Pennsylvania, and has been County School Examiner of Preble, Putnam and Butler counties, and City Examiner of Sandusky, Hamilton and Lima. He holds membership in the Masonic fraternity, Phi Gamma Delta Fraternity, the Knights of Pythias, Ohio Teachers' Reading Circle, Ohio State Teachers Association, Northwestern Ohio Teachers' Association and the National Educational Association. In 1891 he was married to Miss Nellie C. Wilbur, of New York State, and they have a family of two sons and a daughter.

In regard to Professor Miller's standing, etc., we quote the estimate of a clergyman of prominence who has known him for years: "Professor C. C. Miller is frank and genial, warm hearted and generous. He is affable and courteous, and his social qualities are of the highest. He makes friends readily, and then grapples them to himself with hooks of steel. He has dignity of genuine manhood, and not a stilted affectation, nor a cold, haughty pride. He is unassuming in manner, and invites confidence rather than repels.



MIRON E. HARD.

MIRON E. HARD was born December 6, 1849, near Elmwood, Franklin county, Ohio, on the farm of his father, Albert Hard, and received his earliest education in the country schools of that day. Next he took a seven years' course at Central College, Ohio, and at the same time taught in district schools in Perry township in order to defray his expenses. At the expiration of that period he entered the Ohio Wesleyan University at Delaware, and, upon successfully graduating in 1873, was appointed principal of the high school at Gallipolis, Ohio. Two years later he resigned to accept the principalship of the high school at Washington Court House, and after giving four years' valuable service there he resigned to return to Gallipolis to become superintendent there. This position he filled with credit and honor for ten years, and went thence to Salem, Ohio, where another ten years were passed as superintendent.

The three years following this saw Mr. Hard installed as superintendent at Bowling Green. He was re-elected there, but resigned to become superintendent at Sidney for two years. In 1902 he accepted a call from Chil-

licothe to become superintendent there, and this office he still continues to hold, to the eminent satisfaction of his assistants, pupils, and the public.

Mr. Hard has long since been prominent in educational circles. He was a candidate for the position of State School Commissioner in 1897, was State Examiner for five years, and has served as president of the Ohio State Teachers' Association. He has been a member of the Ohio Teachers' Reading Circle for the past twenty years, and is also a member of the Central Ohio Teachers' Association and the Masonic fraternity. The first meeting of the Ohio State Teachers' Association attended by him was in 1873, and since then he has missed but one gathering of that organization.

In 1874 Mr. Hard was married to Miss Catherine Shallcross, and they have an interesting family of one son and two daughters, named respectively Ansel S., Nora E. and Minnie Anita. Miss Minnie Anita is a junior at the Ohio Wesleyan University, while Miss Nora E. is now studying music at Sidney, Ohio.



MRS. DELIA LATHROP WILLIAMS

In the long roll of Ohio's successful teachers, the name of the subject of this brief sketch stands, by common consent, in a high place. An assembly of all her immediate pupils would be a very large gathering, and as so many of these became teachers, her influence for good flowed through a like number of channels, and her pupils' pupils, those indirectly led by her in the ways of righteousness, would be a vast multitude.

DELIA LATHROP, daughter of Philemon and Sophia Shurtleff Lathrop, had her early education in the schools of Syracuse, N. Y., her native city, and while yet a young girl taught district school in the surrounding country.

After a few years of this valuable experience, she entered the Albany State Normal School, from which, in 1857, she was graduated with honor, and later took a course in the Oswego Normal School.

Teaching, the profession she was to serve long and well, was resumed by her, in 1859, in the primary department of the Oswego schools. Promotion followed, to the grammar and to the high school, and at the opening of the State Normal School, she was placed in charge of the practice department. Here the

success which had attended her, did not fail, and after a few years she was called to Worcester, Mass., to shape the destinies of the City Normal School which afterwards developed into the Worcester State Normal.

In 1867, Miss Lathrop was invited by the Cincinnati board of education to the principalship of the City Normal School, which position she held and filled for many years, proving by concrete example that, of the school system of any large city, a normal department is an essential factor.

In 1877, Miss Lathrop and Professor William George Williams married.

Soon after removing to Delaware as the wife of this distinguished scholar and teacher, Mrs. Williams was asked to resume her labors in the class-room; and her love for such service led her to accept the proffer, and to continue for some years to devote her fine pedagogic skill to college work.

The Ohio State Teachers' Association held its session for 1882 at Niagara Falls. On the program was a paper by Mrs. Delia Lathrop Williams, with "Young Teachers and their Calling," for a theme.

After a pleasant preface which disclosed

the tenet that all true teachers are *young*, the essayist graphically set forth under five clearly drawn heads the duties of the organized profession to the young in years, its inexperienced members, then with some hesitation, lest it be regarded visionary by the *old* teachers, she concluded with an interrogation: "Would an Ohio State Teachers' Course of Reading meet a need of the Young Teachers of the State, and incite them to Self-improvement; and, if so, is such a course of Reading Practicable?"

Upon this hint a number of members spoke, and from this hint, this speaking, and consequent action at the next annual meeting, came forth the Ohio Teachers' Reading Circle. It is under the management of a Board of Control, of which Mrs. Williams has been president from the beginning. The Woman's Home Missionary Society of the Methodist Episcopal Church, of which she is National Secretary, also profits by Mrs. Williams's fine business sense and her zeal for all that makes for the uplifting of humanity.

MISS CLARA MAYER

This lady has been a close student all throughout her career, has ever kept in constant touch with modern educational ideas, and ever quick and eager to adopt new methods when they were clearly demonstrated to be an improvement on the old.

MISS CLARA MAYER is a native of the Forest City, having been born there in the sixties. She has always resided there and has given to the public schools of Cleveland twenty-five years of her valuable services, much to the advantage of the city and to those who have been her pupils. Her education was received in the common schools of Cleveland, also the West High School, from which she creditably graduated, and then followed a course in the Normal School and graduation in 1880.

The first position assigned Miss Mayer was a teacher in the Hicks Street School, where she continued for thirteen years, when she was transferred to the West High School, and after teaching there for a year she was appointed principal of the Landon School, where, for the past eleven years, she has continued to most capably officiate.

Miss Mayer is a member of the North-eastern Ohio Teachers' Association, and an attendant of the Free Baptist Church. The Landon School, is a modern building, its interior adorned with beautiful works of art.

MISS CORA B. HAUGHEY

The high plane of efficiency that has been attained in the public school system of Newark is the result of the surveillance exercised in the selection of teachers, only thoroughly capable and experienced instructors being chosen for the work.

Among the most successful of those now officiating is Miss CORA B. HAUGHEY, the

popular known principal of the Central School, a position she is by training and nature admirably qualified to fill.

Miss Haughey is a native of Newark, Ohio, daughter of Edwin and Elizabeth C. Haughey, the former a retired business man, and her education was obtained in twelve years attendance in the public schools of Newark. She graduated from the High School in 1880, and in the fall of the succeeding year began her life work as a public school teacher. Miss Haughey made a close study of child life, and the best methods of developing the youthful mind, and the knowledge thus gained, together with her genial personality, enabled her to achieve distinct success and obtain the most substantial results. Her efforts were recognized and duly rewarded in 1888, when she was promoted to the principalship of the Central School, and this responsible position she has continued to hold with uninterrupted success.

Miss Haughey is a member of the Ohio State Teachers' Association, of the Athene-pousian Association of Newark, and the local Research Club, and she is a regular attendant of the Second Presbyterian Church.

ZONA B. HOWELL

Never before in the history of this commonwealth have the public schools of the State been developed to such a high degree of excellence as they now enjoy, and never before were such grand results attainable. This is mainly due to the exacting qualifications now demanded of intending teachers, the thoroughness of their examinations, and the great care exercised in selecting only the fittest persons for the work in hand.

One of the most popular and successful instructors in that section of the State, is Miss ZONA B. HOWELL, schoolmistress of the First Primary Department, in the Frazey-sburg School. This lady is of Ohioan birth, having been born in Coshocton County, daughter of Spencer L. and Rose B. Howell, who own a farm in that section, and she makes her residence at Trinway.

Miss Howell was a pupil in the schools of Coshocton County for seven years, when she entered the High School at West Bedford, Ohio, and after a four years' course of study was graduated in 1904, but prior to this, in 1903, she had been the recipient of a first teachers' certificate. Her first charge was the Hamilton School in Washington Township, Coshocton County, Ohio, and on concluding her engagement there, Miss Howell went to Frazey-sburg, and was assigned to the first primary department of the school there. Her classes comprise an average of forty-five pupils, and they are managed by her with the most beneficent results.

Miss Howell is a member of the Ohio Teachers' Reading Circle, the Muskingum County Teachers' Association, and ex-member of the Coshocton Teachers' Association, and her standing in educational circles and private life is of the most creditable character.



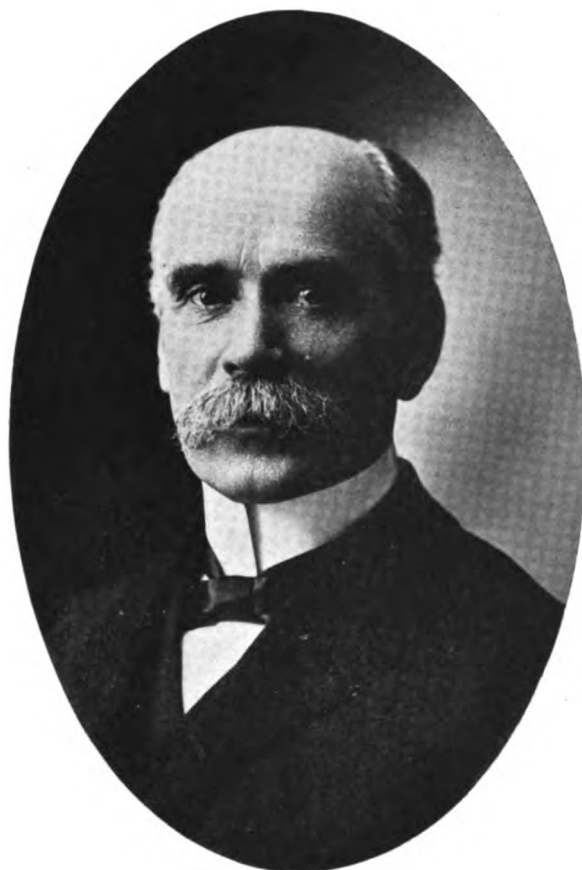
MARGARET W. SUTHERLAND

One of the foremost, most prominently known Ohio educators, was born November 25, 1850, in Steubenville, this state. Her father, Judge John Knox Sutherland, was a distinguished light in the legal world, while her mother, whose maiden name was Mary Lee Bready, came from a leading family of Philadelphia. Her father served with distinction in many city and county offices. Miss SUTHERLAND'S education was a most thorough one, as has been evinced by her bright career and splendid work in the educational world. She first studied in the public schools of Steubenville, graduating from the high school in June, 1866. For the six years following she studied under private tuition and in this way completed a college course but never took a degree. She also made extended studies in English, French and German literature, and psychology, of which she makes a specialty. Miss Sutherland first taught in Steubenville both in the grades and in the high school and was from there called to serve as Principal of the high school at Mansfield, Ohio, a position which she retained for nine years. In Sep-

tember, 1889, she was elected principal of the Normal School at Columbus, Ohio, and still retains this office, in which she has long since firmly demonstrated her ability and peculiar adaptability for educational work.

Miss Sutherland is actively identified with many school and literary organizations. She is president of Sorosis, president of the Columbus branch of the Ohio State Teachers' Reading Circle. She was for six years a member of the Executive Committee of the Ohio State Teachers' Association, and the only woman to ever serve in that capacity. She was vice-president from Ohio of the National Educational Association, and was the only woman to preside over the national meeting of that body, the year she officiated in this capacity being 1898, the city, — Washington, D. C.

Miss Sutherland has traveled extensively for pleasure and study, and for the past eight years has performed valuable work as a lecturer before county institutes and literary clubs.



FLETCHER STANTON COULTRAP

Under the able leadership of this gentleman the public schools of Athens, Ohio, have been advanced to the highest possible degree of influence and efficiency. During his seven years of faithful service as superintendent the high school has trebled its attendance, while the number of graduates has grown from a class of six to a class of thirty-three. Mr. Coultrap is a product of Ohio, born in 1853, and he has always taken commendable pride in the fact that his early life was passed on a farm, amid the surroundings that do so much for the health in later years. He early attended the country schools, proving an eager pupil, and on his eighteenth birthday left the farm to enter upon a four years' course in the Ohio University, from which he was graduated in 1875. In 1878 he received the degree of Master of Arts from that institution. While in College, Mr. Coultrap was recognized as an especially strong debater, and in his sophomore year, also in his junior year, he represented the Athenian Literary Society as debater in its annual contests with the Philomathean Society. Immediately following his graduation he assumed control of the public schools at Wheelersburg, Ohio,

and remained there two years, during which period he made a most careful study of the Portsmouth (Ohio) public schools. It was here that he met and married Miss Fannie S. Gebhardt who has proven such a blessing to him in his home and in his professional life.

From Wheelersburg he was called to Nelsonville, Ohio, as superintendent, and continued in this capacity for twenty-one years.

He brought the Nelsonville schools up to a high degree of efficiency, and, as an appreciation of his work, his salary was increased from year to year until at the close of his twelfth year of service he was receiving a salary more than twice as large as that paid any former superintendent. In 1898 he resigned to accept the unanimous call to the superintendency of the schools at Athens, Ohio, and still holds that position. During the period of distress in the Hocking and Sunday Creek Valleys in 1893, Mr. Coultrap was asked by the people to serve as chairman of a general relief committee for the distribution of supplies to those in need of aid. Later William McKinley, then Governor of Ohio, made him the official head of both valleys, and under his supervision some forty

thousand dollars worth of provisions were distributed through the various relief committees.

Since 1882, with the exception of one year, Mr. Coultrap has served continuously as a member of the Board of Examiners of Athens county. He is a member of the Ohio State Teachers' Association, the National Educational Association, and is now and has been for several years a member of the Board of Control of the Ohio Teachers' Reading Circle. He has a charming home in Athens, the family consisting of his wife and four children — Floyd, Frieda, Manning and Don.

MISS JENNIE R. WILSON

This lady has had a most noteworthy, creditable career in the educational world, and both as teacher and principal has been eminently and uniformly successful. Earnest and tactful, with the rare gift of adaptability to the many phases of her work, she may be said to be a born impartor of knowledge. Her services in the splendid school development of Cleveland have been of the most appreciably valuable character.

MISS JENNIE R. WILSON is a native of Cleveland, and her father, David Wilson, was formerly a contractor and builder in that city. Her education was secured in Cleveland's public schools, and shortly after graduating from the Central High School in 1873, she was appointed a teacher in the Case School Building. She continued there for ten years, performing such excellent work that, at the expiration of that period, she was appointed principal of the Stanard Building, and still holds that responsible position. Miss Wilson is a member of the Northeastern Ohio Teachers' Association, and her laurels are shown in the admirable work she has accomplished.

MARY ALICE ROSS

This is one of the best known of the successful lady teachers of the capital city, and her work has been prolific of the most substantial results. Miss Ross is a native daughter of Ohio, being the third child of the Rev. W. Z. Ross of the Methodist Episcopal Church. Her father dying when she was but nine years of age, her mother removed to Columbus, and there Miss Ross became a pupil in the public schools. She was an apt scholar, studying constantly, quickly passed through the various grades, and then entered the High School, from which institution she graduated in 1878, with an excellent record to her credit. Soon after this important event Miss Ross was appointed a teacher, and so efficient were her labors in this field of work that she was given the Principalship of the Spring Street School. In this more extended sphere of usefulness her abilities and experience were fully equal to the demands made upon them, and she was further promoted by being appointed Principal of the Franklinton School, which position is still held

by her, and the school is one of the most efficient and best conducted in Columbus.

Miss Ross is a member of the Principals' Association, the Ohio Teachers' Reading Circle, and other educational organizations, and is a lady who commands the esteem of all who know her.

CARRIE O. SHOEMAKER

This lady is Principal of the Hubbard Avenue School, and has been a valuable factor in the promotion of education in Columbus. She was born in Lancaster, Ohio, her father being Elias Hicks Shoemaker, a manufacturer, mechanical engineer, and inventor of many useful devices. MISS SHOEMAKER first attended school at Washington Court House, Ohio, and later in Lancaster, thence removing to Columbus, where she graduated from the Central High School in 1878. In 1880 she was appointed teacher in the Mound Street School, remaining there until 1887, when she was transferred to the Second Avenue School. From there Miss Shoemaker went to the Normal Training School, remaining there for two years under the principalship of Margaret Sutherland. In 1895 she was appointed Principal of the Hubbard Avenue School and still retains this position. The school is one of the largest in the city, having between 600 and 700 pupils. Miss Shoemaker is a member of the Ohio Teachers' Reading Circle, the Principals' Association, the National Educational Association, the Mutual Aid Association and the Episcopal Church, and her residence is at No. 158 Buttles Avenue.

CARRIE M. KIRBY

Education in Ohio has been developed along lines of the highest efficiency, of lofty ideals, of ambitious endeavors, and the grand result is that the State is unsurpassed, in the matter of educational facilities and resources, by any of her sister states in the Union. In Newark the status of the school is the best, reflecting much credit upon the teachers engaged in duty there. One of the most successful of these is MISS CARRIE M. KIRBY, the esteemed principal of the Old and New West Schools.

This lady is a native of Ohio, her birthplace being Granville township, her father, George Kirby, an attache of the Baltimore and Ohio Railroad. She was educated in the Public Schools of Newark, graduated from the Newark High School, and first began teaching in 1893 at the New West Building. In 1896 she was promoted to the principalship, which she has continued to hold, maintaining her schools in a model state of efficiency.

Miss Kirby is an ex-member of the Ohio Teachers' Reading Circle, is a member of the Ohio Federation, also of the First Presbyterian Church, and she enjoys the esteem of host of friends.



CHARLES HAUPERT
SUPERINTENDENT PUBLIC SCHOOLS, WOOSTER, OHIO



CHARLES L. LOOS, JR.

Principal of the High School at Dayton, Ohio, and a well-known educator of unquestioned merit, was born at Wellsburg, W. Va., August 5, 1849. His father, Charles L. Loos, Sr., was a college professor and president, and famous in his time for his erudition and masterly scholarship. His mother's name was Rosetta A. Loos, a lady of admirable quality and sweet personality. Our subject received his earlier education from private tutors and in private schools, and was thus thoroughly grounded in the elementary knowledge of scholarship. Then he entered Bethany College, West Virginia, took a full course, and was graduated in 1869. Mr. Loos first began his professional career as a teacher in Franklin township, Wayne County, Ohio, and taught there for six months. Then he was elected superintendent of schools at Millersburg, Ohio, retaining the position for four years. From Millersburg he went to Dayton, Ohio, as Prin-

cipal of the First District School, and served in that capacity for thirteen years. He was then transferred and promoted to the Dayton High School, where he served as teacher for thirteen years, and so proved his efficiency, that, five years ago, he was elected Principal, and in this his latest incumbency he has made a most enviable record.

Mr. Loos holds membership in the Central Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, the Knights of Pythias and Benevolent and Protective Order of Elks. On December 25, 1874, he was married to Miss Mary L. Mayers, and as a result of this felicitous union two children were born.

Mr. Loos has been a frequent contributor of valuable articles to educational publications, has given addresses at various teachers' meetings, and has fully amplified and earned the title to be called one of Ohio's educators.



STEPHEN T. DIAL.

This gentleman has been actively engaged in educational work for twenty years and is an enthusiast in his profession. Not only is he a fine scholar and executive officer, but also, as an inspiring and thought provoking teacher, he has few equals. Students under his instruction have the best that scholarship, enthusiasm, and experience can bring to bear upon the studies they are pursuing.

STEPHEN T. DIAL was born April 16, 1852, at Olive Branch, Ohio, where his father, David M. Dial, was a successful farmer. He attended the public schools at an early age, and later took a course in the Ohio Wesleyan University at Delaware, Ohio, following this with a course in college at Syracuse University, Syracuse, New York. He received the degree of Bachelor of Arts at Delaware in 1880,

and that of "Ph. D." at Syracuse University in 1893.

Mr. Dial's experience as a teacher began in 1881 at Milford, Ohio, where he taught up to 1887, when he moved his field of labors to Batavia, and remained there until 1891, when he went to Lockland, Ohio, and was appointed superintendent of schools there, which position he still continues to most satisfactorily to fill.

Mr. Dial is a member of the National Educational Association, the Ohio State Teachers' Association, and the Ohio Teachers' Reading Circle. He is also a Scottish Rite Mason and a Knight of Pythias. On May 25, 1881, he was married to Miss Inez White, and they have two fine sons, George White Dial and William Henry Dial, who are now students at Harvard University.



SARDINE P. HUMPHREY

For upward of a quarter of a century the above named has been engaged in Ohio, his native state, as a public school instructor, and has achieved distinction as a master adept in his profession.

SARDINE P. HUMPHREY was born in Meigs county, this state, February 2, 1862, on a farm owned by his father, William G. Humphrey, a most estimable gentleman, who is still living and residing with our subject. He was educated, primarily, in the country schools of Meigs county, and then took a course in Rio Grande College, Gallia county, Ohio, from which he graduated in 1895, thus rounding out an excellent education. He began teaching when but sixteen years of age in district schools, and by study and application steadily forged to the front.

In 1886 he was elected principal of the High School at Middleport, Ohio, continuing in this capacity until 1890, when he was promoted to the superintendency, and in this wider field he remained up to 1897, when he

resigned to accept the superintendency of the public schools at Ironton, Ohio, in which position he still continues to demonstrate his ability and perform excellent service in the public's behalf. From 1890 to 1897 Mr. Humphrey was a member of the County Board of Examiners of Meigs county, and is now president of the City Board of Examiners of Ironton. He has held a high school life certificate in Ohio since 1889 and is a member of the executive committee of the Ohio State Teachers' Association. Mr. Humphrey also holds membership in the Ohio Teachers' Reading Circle, the Lawrence County Teachers' Institute, the Southeastern Ohio Teachers' Association, and the National Educational Association. On Christmas Eve, 1884, he was married to Miss Hattie Mills of Gallipolis, Ohio, and they have a family consisting of one son, Elza Mills, and two talented daughters, Sarah Clare and Helen Pearl, the first of whom is now a student in the Ohio University.



EDWIN P. WEST

In his present responsible position of superintendent of schools at Wilmington, Ohio, Mr. West has ample opportunities for the constant exercise of those masterly qualities with which nature and sound training have so generously endowed him, and that he is taking full advantage of those opportunities is being satisfactorily demonstrated in the splendid condition in which his schools are maintained.

Edwin P. West was born in Martinsville, Ohio, the son of James H. West, a prosperous farmer. He attended the graded schools at Martinsville, then among the best in that section of Ohio. He was for a time a student at the National Normal University at Lebanon. He then entered for a course in Wilmington College, from which institution he graduated in 1878. His primary position as teacher was as superintendent of the schools at Martinsville, in which capacity he continued for seven years, when he was elected superintendent at New Vienna, Ohio, to which town he gave his valuable services for fourteen years. His next charge was that of sup-

erintendent of the schools at Dayton, Kentucky, which claimed four more years of his time, or up to 1904, when he received an offer from Wilmington to become superintendent there. This offer was accepted, and he is now successfully installed in this responsible position. He has fine executive ability, is well informed along educational lines, and has always been active in institute and association work.

Mr. West was County Examiner of Clinton County for sixteen years, was a member of the Ohio School Book Board, and holds membership in the Central Ohio Teachers' Association, the Southwestern Ohio Teachers' Association, the Ohio Schoolmasters' Club, and is a member of the Friends Church. He is also a member of the Masonic Order and Knights of Pythias.

In 1884 Mr. West was united in marriage to Miss Josephine Walker, and they have two promising daughters of bright mentality.

Mr. West received from the Ohio State Board a professional life certificate in 1886.



GEORGE W. DELONG

This gentleman is one of Ohio's best equipped and most efficient instructors, his active experience as a practical teacher extends over a period of almost a third of a century. He is naturally of scholarly instincts and possesses in fullest degree the highest intellectual and moral traits and qualities.

GEORGE W. DE LONG was born on a farm in Harrison Township, Ohio, September 9, 1857, his parents being John B. and Sarah Jane De Long, the latter a sister of Colonel W. A. Taylor, the distinguished writer of Columbus, Ohio. Six sons and six daughters constituted the family, our subject being the ninth in age, and of these but five survive. Mr. De Long attended the public schools in his early youth, taught country school for ten years during the winter terms, and himself went to summer schools. Finally he took a course in the Ohio University at Athens, Ohio, and graduated with honors from that institution in 1894. He has been a teacher of schools since his eighteenth birthday and is

thoroughly grounded in all the best methods of instruction. Eighteen years ago he was appointed superintendent of schools at Corning, and two years since was also made superintendent of the Crooksville schools, and he continues to hold both positions, ably discharging their duties.

Mr. De Long has been county secretary of the Ohio Teachers' Reading Circle for the past twenty years, has been a member of the Town Council several times and County Examiner six years. He holds an Ohio High School State Life Certificate, and holds membership in the Ohio Teachers' Association, the Southeastern Ohio Teachers' Association, the National Geographical Society, Ohio Academy of Science and the Methodist Episcopal Church, also the Knights of Pythias. On April 8, 1884, he was united in marriage to Miss Addie M. Moore, and they have a family of three—two sons and a daughter—named respectively, Juanita, Dwight Moore and Vaughn De Long.



JAMES L. LASLEY

This gentleman is well known in educational circles as a scholar of the highest literary attainments, and as an instructor of sound executive ability, influence, and most commendable methods. His experience extends over a long period and has been of the most valuable character.

MR. LASLEY was born January 7, 1848, at Kyzer, Gallia County, Ohio, on the farm of his father, Matthew Lasley, and in early years he attended the common schools near his home. Following this he was for five years a pupil of the Cheshire Academy, from which he graduated in 1864, and then studied for a year at Marietta College. Next he entered the Ohio Wesleyan University at Delaware for a four years' course, which entitled him to his graduation in 1871. At various times since then he has taken four courses more, so that he now possesses a sound, most thorough education.

Mr. Lasley began his career as teacher in 1876, when he was appointed principal of the high school at Pomeroy, Ohio, for three years. Leaving Pomeroy on the expiration of that

term he was elected principal of the high school at Gallipolis for three years, and after this service was principal at Galion for three years. From Galion Mr. Lasley was called to Plymouth, Ohio, where he officiated as superintendent for five years. Subsequently he was superintendent at Warren, Ohio, for three years, and superintendent at Geneva for one year. He then retired from active school service, and two years ago, after having remained in retirement for nine years, he was elected superintendent at Carey, Ohio, and still officiates in this capacity, to the eminent satisfaction of all concerned.

Mr. Lasley holds a life State certificate, dated 1880. He is interested in a number of educational organizations, and holds membership in Belle Harmon Post, G. A. R., having participated in the civil war. In 1880 he was united in marriage to Miss Eliza Dougherty, a graduate of Vassar College, whose demise occurred in 1883. Sons of this union are James F. and William H. In 1888 he married Miss Mollie Schumacher, and they have one son, David H. Lasley.



W. R. COMINGS

A scholar of admirable attainments, an instructor of progressive methods, an official of strong executive ability, a gentleman of estimable personal qualities—such are the main characteristics that may be attributed to the subject of this notice.

W. R. COMINGS is a New Englander by birth, having been born in Berkshire, Vermont, February 16, 1851, and his early life was passed on the farm of his father, A. C. Comings. The latter came to Oberlin Ohio in 1865 and our subject then became a pupil in the public schools of that village. On concluding his studies in the graded and high schools he entered Oberlin College, from which he received in due time the honorary degree of Master of Arts. On leaving Oberlin he went to Chicago, and after spending a year in the university of that city, took a course in the Missouri State Normal School. Returning to Ohio in 1874 he was appointed superintendent at Medina, remaining there eight years, and the succeeding nine years he officiated as superintendent in Norwalk, Ohio. The next two years he acted in the same capacity at Ironton, and, resigning because of

ill health, went to Springfield, Missouri, and followed newspaper work there for five years. Coming back to Ohio he worked at journalism in Lorain up to March, 1901, when he was appointed superintendent of schools at Elyria, the position he still continues to fill with such manifest ability.

Mr. Comings has contributed much valuable matter to the cause of education, prominent among which are his "Practical Language Tablets," published at Norwalk, Ohio, and editorial and contributed matter for educational papers. He is a city and county examiner, a member of the Ohio State Teachers' Association, an officer of the Northeastern Ohio Teachers' Association, the Congregational Church, and is also affiliated with the Elks, and Royal Arcanum. On August 1, 1878, he was married to Miss Loretta Kennedy, and they have had two daughters. Of these the eldest, Josephine, was married to Mr. Jay A. Egbert and is living in Indianapolis, while her sister, Marion, is now a member of the Sophomore class at Oberlin College.



JOHN CARLETON HEYWOOD

Principal of the Sixteenth District and Intermediate Schools, Cincinnati, is an educator of experience and well known ability, and is most influentially known in educational circles. He was born in 1844 in Nottingham, England, son of James Heywood, a merchant tailor, and Catherine Heywood, and with them came to the United States in 1849. They settled in Cincinnati, and there our subject secured his education in public and private schools. He took a special course at Curran & Kuhn's Academy, and a course in the Cincinnati Medical College, from which he was graduated in 1885. Mr. Heywood first taught school in Greene Township, Hamilton County, Ohio, and then went to Mount Airy as principal of the graded schools. Later he became attached to the Cincinnati schools, and for

the past sixteen years has most efficiently presided as principal of the Sixteenth District and Intermediate Schools.

Mr. Heywood is president of the Principals' Association, and a member of the Ohio State Teachers' Association, the Southwestern Teachers' Association, the National Educational Association, and the Schoolmasters' Club. He is also prominent in the Masonic Order, being a Past Master, a Knight Templar, and now holds an office in the Chapter. In 1867 he was married to Miss Mary E. Thompson, and they have had five children. Of these two are now living, one, a married daughter, residing in Philadelphia, the other, a son, living in Salt Lake City.

In 1892 his wife died and four years later he married Miss Josephine D. McElwee, his present wife.



PROF. HARVEY THOMAS SILVERTHORN

came to his parents as a "New Year's Gift," having been born the first day of the year in 1858, in Delaware County, Ohio, where his father, Thomas Silverthorn, was a successful farmer. He was educated in country schools, and later took courses at the Ohio Wesleyan University at Delaware, and the Ohio Northern University at Ada, and from the latter he secured the degrees of Bachelor and Master of Science. He first began teaching in a country school in Marion County, Ohio, remaining there three years, when he went to Morrow County for a year. He then turned to farming and followed agricultural pursuits for seven years, when he again became a pedagogue, teaching school in Morrow County for two years. Then came his college experience at Ada, and after graduating he was elected superintendent at Iberia, Ohio, for two years.

His next position was as principal of the high school at Cardington, Ohio, on leaving which he became a student at the Ohio Wesleyan University. After two years' work he went to Caledonia, Ohio, as superintendent for three years, and, thence, to Mount Sterling as superintendent for six years. In 1904 he was elected superintendent at Logan, Ohio, and still holds this incumbency. Professor Silverthorn is a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Ohio Federation of Teachers, the Masonic fraternity, Knights of Pythias, and the Methodist Episcopal Church. In 1879 he was married to Miss Eva Hannah Coe, and they have two charming daughters, Olive Estella Silverthorn, and Mrs. Lulu Ann Pancake, of Mt. Sterling, Ohio.



FRANK S. ALLEY

The above named has been actively engaged without interruption, as a public school teacher and official for almost thirty years, and is widely known to his fellow co-workers and to the public as an educationalist of much ability, of excellent judgment, and as one who obtains "the results."

FRANK S. ALLEY is a native of the Hoosier State, having been born near Brookville, Indiana, where his father, David Alley, was engaged in business as a miller, and was known as a reputable citizen and upright business man. On the death of this gentleman, when our subject was twelve years old, his mother moved to a farm, and there he was reared. Being the oldest of four children the management of the farm devolved very largely upon him; yet the experience proved valuable, and to it much of the success of his work is due.

By taking advantage of the opportunities offered by the district school of his home he secured the foundation of that splendid education which he now possesses. Next he took a course in the Brookville College, Indiana, following it with a course in Moore's Hill College, Indiana, from which he graduated in 1880, and afterwards received the degree of A. M.

Mr. Alley began his life work in 1876 as

teacher in an Indiana country school, and after four years passed in that capacity he went to Fairhaven, Ohio, having been elected principal there. Three years ended his services there, and for the following seven years he officiated as superintendent at New Paris, Ohio, during which period he was for five years a member of the County Board of Examiners. Ripley, Ohio, next claimed his services as superintendent for five years, and thence he went to Dayton and Bellevue, Kentucky, as superintendent for seven years. In 1903 he received a call to the superintendency at Greenfield, Ohio, and he still continues to successfully discharge the duties of this position.

Superintendent Alley holds an Ohio State Life Certificate, date of 1890, and is a member in the Ohio Teachers' Reading Circle, the Central Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, the Four-County Association, the Masonic body, Odd Fellows, and Methodist Episcopal Church. In 1880 he was united to Miss Lydia M. Riker, since deceased, and they had a family of four sons and two daughters. In 1893 Mr. Alley was married to Miss Emma J. Baker, a lady of excellent gifts, and they have a pleasant home in Greenfield.



C. T. COATES

This gentleman has been in active service as a public educator for almost forty years and has a wide circle of acquaintances in the educational world. He was born February 22, 1847, in Gallia County, Ohio, and celebrated his fifty-eighth natal day on Washington's birthday, 1905.

His father was Jeremiah Coates, farmer, of Gallia County, Ohio, and his youthful days were spent on the farm until at the age of sixteen he left his home to take part in the stirring scenes of the Civil War, serving first for eight months on the Military Messenger Line from Charleston to Fayetteville in Kanawha Valley and then with his regiment, the 36th Ohio Volunteer Infantry, from February 1864 until it was mustered out in July, 1865.

After finishing the studies offered in the country schools he entered Pine Grove Academy and later the Ohio University at Athens, Ohio. He began teaching in 1867 in Mason County, West Virginia, returned to Ohio in 1869 and has ever since been located in Meigs County. Seven years ago he was elected superintendent at Pomeroy, and still continues

to most efficiently preside in that capacity. Mr. COATES has been County Examiner in Meigs County for the past eight years and has served on the Meigs County Committee on Institute work for some twenty years. He holds membership in the Ohio Teachers Reading Circle, the Southeastern Ohio Teachers' Association and the Methodist Episcopal Church. In 1869 he was married to Miss Janette A. Maupin of Mason County, W. Va., and they have had a family of four bright sons, all of whom are now holding responsible positions as follows: Thomas C. Coates, formerly principal of the Lancaster, Ohio high school, is now connected with the Mexican-American Mining and Development Company of Akron, Ohio, and is a member of the firm, T. C. Coates & Co., brokers, Columbus, Ohio; Alonzo J. Coates is employed with the Westinghouse Company at Turtle Creek, Pa.; Howard H. Coates is with the W. M. Ritter Lumber Company, at Columbus, Ohio, while the fourth son, Elmer W. Coates is with the Columbus Savings and Trust Company, at Columbus, Ohio.



JONATHAN B. WRIGHT

For almost thirty years the Ohio school system has had an active, practical exponent and most worthy representative in the gentleman whose name forms the caption to this sketch, and he is widely, most reputably known to his co-workers and the public.

JONATHAN B. WRIGHT is a product of Ohio and was born in Highland county, April 14, 1850. His father followed the dual occupation of farmer and minister in the Quaker church, and was a citizen noted for his uprightness and sterling integrity.

Our subject inherited and was trained in these excellent traits, and they have served him to overcome obstacles and lead the life strenuous with composure. His first schooling was secured in a rural district in Highland county, and a term in a private school in New Vienna, Ohio. He then went to Iowa and taught school there for two years. Returning to Ohio he entered Wilmington College, and, after a successful course of studies, graduated in 1878. He also took a summer course in chemistry at Harvard University,

Massachusetts. In 1878 Professor Wright began teaching in Wilmington College and for twenty years made science his chief branch of instruction. He then went to Marysville, Tennessee, and after a year in service there returned to Wilmington, six years ago, and was appointed teacher in the high school. Three years later, in recognition of his ability and long services, he was promoted principal of the High School, a well deserved elevation, and under his rule the various departments have been developed to an admirable plane of efficiency.

Mr. Wright is a member of the Ohio Teachers' Reading Circle and a charter member of the State Academy of Science. He and wife are worshippers in the Quaker Church. He was married in 1876 to Miss Louisa Sabin, and they had two children, now of mature age. Of these a daughter is married and resides in Philadelphia, while a son follows in his father's footsteps, and is teacher of a school in Warren county, Ohio.



JOHN MYERS

OLDEST LIVING SCHOOL TEACHER IN OHIO.

The distinction of being the oldest school teacher living in Ohio belongs to Mr. JOHN MYERS, who is now residing on a farm in the Southeastern section of Columbus, this State. He was born in Hagerstown, Maryland, in May, 1813, his father being a well known hotel keeper in that city, and later in Pennsylvania. His education was obtained in the country schools of his birthplace. When a young man he worked his way West and settled in Illinois. About 1840 he came to Ohio, earning his way by assisting in driving a herd of cattle to the eastern market for Abram Swisher, and has ever since made Franklin County his home. Mr. Myers is an

enthusiastic fisherman, his favorite fishing grounds being the Licking County reservoir, where he has a summer cottage. While a school teacher Mr. Myers had an amusing dialogue with one of his pupils one day. He requested the boy to spell the word "horse." The lad spelled the word correctly, but could not pronounce it. To enlighten him Mr. Myers asked: "What does your father ride when he goes to the mill?" Whereupon the boy replied "a filly, sir." Mr. Myers, although of advanced years is still hale and hearty, possesses a great fund of stories and anecdotes, and enjoys the esteem of a wide circle of friends and acquaintances.



L. B. DEMOREST

For upward of a quarter century the subject of this sketch has been an active, prominent figure in the educational world of Ohio, and has earned a name and reputation for ability of the highest order, as well as for his influence in an executive capacity. Born in Franklin county, Ohio, June 5, 1855, he attended the district school there up to his tenth year, when his father moved to Delaware, Ohio, and there he continued his studies in the public schools of that town. After passing through the various grades he entered for a course at the Ohio Wesleyan University at Delaware, from which institution he graduated in June 1876. Pursuing his studies further, MR. DEMOREST took a course of general reading, and in the fall of 1877 began his career as a public educator. His first charge was a district school out from Marysville, where he taught for two winters. He moved to Marysville in 1876, making it his permanent home, and in 1879 the board of education invited him to assume control of the grammar school there, which proposition he accepted and carried through so successfully that in 1880 he was promoted to the principalship of the Marysville High School, holding this position until 1898, when he was elected Superintendent, and continues to preside most efficiently over the duties of this important office.

Mr. Demorest is a member of the Masonic order, Past Chancellor of the Knights of Pythias, charter member of the Ohio Schoolmasters' Club, president of the Central Ohio Teachers' Association, member of the Ohio Teachers' Reading Circle, the National Educational Association, the Ohio Teachers' Association, is, and has been for many years, clerk of the county board of school examiners, the Phi Gamma Delta fraternity, and has long been prominent in the Methodist Church, having been steward for twenty-eight years, and superintendent of the Sabbath School eighteen years, and he is also a member of the Board of Church trustees.

In the fall of 1876 Mr. Demorest was married to Miss Sallie Marshall, and they have an accomplished family of four sons and a daughter. The eldest, Francis M. was a student at the Ohio Wesleyan University; Ralph H. and Dana J. attended the Ohio State University.

The former graduated in June, 1904, has married and is now teaching science at Greenville, Ohio, while Dana J. has been elected as assistant instructor to Professor Lord of O. S. U. The daughter, Madge M. is a student in the Ohio Wesleyan University at Delaware, while the youngest son Don L., twelve years of age, is in the seventh grade of the Marysville public schools.



D. W. MATLACK

For almost two-score years the above-named has been an active, valued factor in the public school system of Ohio, and he is a recognized authority in all matters educational.

D. W. MATLACK is a native of Ohio, born August 4, 1842, in Jefferson County, and he received a rugged training on his parents' farm. His father, Aaron Matlack, whose ancestors came from Scotland before the Revolution, emigrated to Ohio in the early part of the nineteenth century, as did also his mother, Mary (Winkelploch) Matlack, whose parents were natives of Holland, and both were of that sturdy stuff that the best early pioneers of the Buckeye State were made of.

As a boy our subject attended "the old log schoolhouse" for eight years, at Salem Township, Jefferson County, and the school at Unionport four years. The Civil War now being on, Mr. Matlack joined the Northern patriots, being then but nineteen years old, and served with distinction for three and a half years. On returning from war, at the close of the bitter internecine struggle, he entered the normal college at Hopedale, Harrison County, for a three years' classical course, successfully graduating in 1868. He also furthered his studies by constant self-instruction.

In 1868 began Mr. Matlack's professional career, his first charge being a country school in Jefferson County, where he continued up to 1870. In February, 1871, began his long connection with the schools of Steubenville, when he was appointed teacher of the eighth class in the old academy, where he remained three years. In 1873, upon its completion, he was appointed principal of the new Stanton Building, and this position has been filled by him with honor and ability ever since, with the exception of a year in which he officiated as superintendent of schools at Cadiz. He resigned from the latter position to engage in the iron business, but failing in this enterprise he returned to the principalship of the Stanton Building, his return being gladly welcomed. Since 1868 his connection with schools has never been wholly severed, as he served on a school board and city board of examiners while in business. He now has twelve assistant teachers under his government, and the pupils in attendance number 550.

Mr. Matlack is a charter member of the Eastern Ohio Teachers' Association, vice-president of the Jefferson County Institute, secretary in this county for the Ohio Teachers' Reading Circle, and is a member of the Grand Army of the Republic. He has been a member of the Jefferson County Board of

Examiners ten years, and is clerk of that body.

In 1873 Mr. Matlack was married to Miss Laura E. Wolcott, and the union has proved a most felicitous one. They have two sons and a daughter, now grown to maturity. The oldest son, H. W. Matlack, graduate of Oberlin, is manager of the organ department of the establishment of Lyon & Healey, Chicago; the daughter, Miss Helen, is now in her junior year at Oberlin College. The other son, A. W. Matlack, is employed in the Store Department of the La Belle Iron and Steel Company.

ADA STEPHENS

In the promotion of matters educational, Miss STEPHENS has long been an active, valued factor, and her record is of the most enviable, creditable character. She is a native of Columbus, her father, Adam O. Stephens, having been Superintendent of Green Lawn Cemetery for thirty-five years, and one of the most respected of citizens. Miss Stephens received her educational training in the public schools of Columbus, graduated from the Central High School in 1876, and first taught for several years in district schools. The first public one she was appointed to was the Fieser School, and two years were passed there when she assumed charge of the eighth grade at the Douglass School. Miss Stephens continued in control here up to the opening of the Ninth Avenue School, which she was made Principal of, and officiated in that capacity three years, after which she served as Principal of the Chicago Avenue School for five years, and still retains this position, performing the arduous duties connected therewith in the most efficient, accomplished manner. Miss Stephens' life interests are closely identified with educational work, and she possesses in a rare degree the gift of knowing how to impart knowledge to youthful minds. She holds membership in the Central Ohio Teachers' Association and the Principals' Association, and is an active worker in St. Paul's Episcopal Church.

MISS LILLIAN T. MURNEY

This lady is one of Cleveland's most popular and talented educators and her career has been a phenomenally successful one. Miss MURNEY was born in Cleveland, her father, John Murney, being a coal merchant in that city. She attended the Ursuline Academy at Nottingham, Ohio, from which she was graduated in 1893. She then took the course at the Cleveland Normal School. Her first experience as a teacher was in the Hicks School Building, Cleveland, where she remained a year, and then for the following two years was assistant principal of the Barkwill and Dike buildings. Then for two years she was assistant principal of the Barkwill building only, and four years ago, was promoted to the principalship of the Brandon building, where she continues to preside. This school is an excellent example of the cosmopolitan

character of Cleveland's population, as almost every one of its pupils is of Italian birth, and Miss Murney has made herself proficient in the Italian language in order to make her work more effective. She is a member of the Northeastern Ohio Teachers' Association and an attendant of the Catholic Church.

MISS MAY FRENCH

For about eighteen years Miss MAY FRENCH has been a trusted factor in the development of Cleveland's public schools. Faithful and tireless she has loyally labored for the advancement of education's cause, and, incidentally, for the fair fame of the local system.

Miss French was born in Lakewood, Ohio, where her father, Lorenzo Dow French, now deceased, was engaged in business as a contractor. She was educated in the public schools of Lakewood and Cleveland, was graduated from the West High School in 1886, the Cleveland Normal School a year later, and then began her professional career as teacher in the Fowler Street School. After two years' service there she served successively as teacher in the Detroit Building, one year; the Buhrer Building, two years; the Walton Building, one year, and then was promoted to the principalship of the Lawn Street School. This position has claimed her services for the past twelve years, and it is one of the best regulated schools in the city, a potent fact, when it is considered that all the schools are admirably excellent.

Miss French is a member of the Northeastern Ohio Teachers' Association, the National Educational Association, and the Ohio Teachers' Reading Circle, and an attendant of the Swedenborgian Church.

MISS HATTIE E. WALKER

For some twenty years the above named lady has been an active factor in the educational world, and has been a valued member of Cleveland's admirable corps of public school instructors. Progressive in her methods, thoroughly enthusiastic in her labors, her work has been productive of the most meritorious, substantial results.

Miss HATTIE E. WALKER was born in Cleveland, where her father, William Walker, was superintendent of a ship building company, and her education was received in the public schools of that city. She graduated from the West High School, and then took a course in the Normal School, from which she was graduated in 1885. Her professional career began in the Kentucky Avenue School Building. Thence she went to the Walton Building for three years, and was then promoted to the principalship of the Buhrer Street School, her present position, the duties of which she continues to fill in a manner highly satisfactory to all concerned.



M. JAY FLANNERY

For some fifteen years the life and name of the above gentleman have been identified with the public school educational fraternity of Ohio, and his ability and scholarly attainments are well known to his colleagues and the community in which he has so successfully labored.

M. JAY FLANNERY was born in Dayton, Ohio, in 1857, of poor but reputable parentage, and his subsequent endeavors to obtain an education and a representative position in the world were such as greatly redound to his credit. His school life began in Medway, Clarke County. For a number of years he was a pupil in the district schools of Greene County, Ohio, and after completing the studies there he attended high school in Fairfield, Ohio, and some time later attended the Ohio State University. He then entered Heidelberg College at Tiffin, Ohio, from which he graduated after a successful course of studies.

Mr. Flannery first taught in the district schools near Fairfield, later becoming superintendent at Fairfield for three years, and next serving as superintendent at Jamestown for seven years; after being superintendent

at Jeffersonville two years, he was elected superintendent at Sabina, Ohio, and has held this responsible position three years, during which time he has fully demonstrated his ability, scholarship, and high personal worth. He has always taken an active interest in educational affairs, serving as president of the Greene County Teachers' Association and for a number of years as a member of its executive committee. He served for two terms on the Greene County board of school examiners and is at present a member of the Clinton County Board.

Mr. Flannery is affiliated with the Masonic Order, Odd Fellows, and Modern Woodmen of America, and is also a member of the Ohio Teachers' Reading Circle, the Ohio Teachers' Federation, the Central Ohio Teachers' Association, the Central Ohio Superintendents' and Principals' Round Table, the Central Ohio Schoolmasters' Club, and the National Educational Association. He is a member of the Methodist Episcopal Church and is esteemed as a most useful member of the community.



AARON GRADY

An innate love of study, a natural aptitude for teaching, together with the energy and perseverance as necessary concomitants, were the factors that evolved a first class instructor in the person of AARON GRADY, much to the public's betterment. Though not a star in the educational universe, his quiet, steady work has been essentially good and influential. Mr. Grady was born in Morgantown, Pike county, Ohio, 30th day of August, 1848, his parents being George and Mary A. (Carson) Grady, his father a carpenter and farmer. He was educated in country schools in Pike, Ross and Highland counties, and also received valuable tuition from his esteemed father, at home. He then studied in the National Normal University at Lebanon, Ohio, and was granted a diploma in 1890. He has held a high school life certificate since 1889. Mr. Grady first taught in Benton township, Pike county, Ohio, and then for four years in country schools in Scioto county, two years work being given to Sciotoville. From the latter place he went to Wheelersburg, Ohio, as superintendent, and held that position for eleven years. Next he officiated as principal of the Ironton (Ohio) high school for a year, and then served in a

similar capacity at Troy, Ohio, for three years. Following this came a six and a half years' incumbency as superintendent at Ludlow, Kentucky.

On January 4, 1900, Mr. Grady was elected superintendent at Nelsonville, Ohio, and has since held that position to the eminent satisfaction of all interested. Mr. Grady, as becomes his profession, is ever a thinker and scholar, ever reaching out for the attainable and making practical that which he deems to be wisely good. Hence his success. He holds membership in numerous educational associations, and is also affiliated with the Masonic fraternity. On July 3, 1877, Mr. Grady was united in marriage to Miss Hattie Allard, of Sciotoville, Ohio. Their union has been blessed by three intellectual offsprings — two sons and one daughter — Carlyle's "ideal family," and their home is one of the social spots of Nelsonville.

Mr. Grady served as County School Examiner in Scioto county, Ohio from 1876 to 1885, and never missed a single examination. He is now serving his first term as County School Examiner in Athens county.



E. K. BARNES

Superintendent of schools at Osborn, Ohio, has been a public educator and in the public eye for a number of years.

He has accomplished much good along educational lines and his successes have been fairly earned and well deserved.

MR. BARNES was born in Belmont County, near Pilcher, Ohio, in 1849. His father was Wesley H. Barnes, a farmer. His early education was obtained in the country schools. After teaching a short time he entered Mount Union College and was graduated in 1879, with the degrees of Bachelor of Philosophy and Bachelor of Commercial Science. Later he did post-graduate work at the National Normal University at Lebanon, Ohio. Soon after graduation he located in Wood county, Ohio, where he was appointed county exam-

iner and during his term of office was superintendent of schools at Grand Rapids.

His subsequent positions were as follows: Superintendent at Delta, Ohio; Superintendent at Belpre, Ohio; Principal of Normal Department in Central Tennessee College at Nashville, Tennessee; Superintendent at Lees Creek, Ohio; also at New Carlisle, Ohio; and Bloomingburg, Ohio. In 1904, Mr. Barnes was called to Osborn, Ohio, as superintendent and in this, his latest position, is fully sustaining his previous excellent reputation.

He holds membership in the Central Ohio Teachers' Association, also in the Masonic fraternity. He is the fortunate possessor of a high school life certificate.

In 1899 he was married to Dr. Ruth T. Crone of Lebanon, Ohio, a lady well known socially and much esteemed for her personal attainments.



J. R. KENNAN

This gentleman has been an active figure in schooldom for about a third of a century, and his record is one which anyone might look back upon with pride. Born in Norwalk, Ohio, July 17, 1850, son of Jarius Kennan, an attorney of prominence in his time, he early attended the public schools, passed through the various grades, and graduated from the Norwalk High School in 1867. He then took a four years' course in the Western Reserve College, graduating in 1871 with the degree of Bachelor of Arts, afterward receiving also the degree of Master of Arts. In September, 1871, he began his career as public instructor as principal of schools at Bridgeport, Ohio. A year later he went to Norwalk, Ohio, as principal of a grammar school, and after a year's service was called to Hudson, Ohio, where he became principal of the preparatory department for five years. At the

expiration of that period he entered upon the study of law, was admitted to the Bar, practiced for two years, and then retired from the law's forum to return to the field of education. He acted as principal of a department in a Norwalk school for a year, and then was elected superintendent of schools at Medina, where he has ably presided for the past nineteen years.

Mr. Kennan holds a twelve-years' certificate in the Ohio Teachers' Reading Circle, and is also a member of the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association, the Medina County Teachers' Association, and the Congregational Church. In 1882 he was married to Miss Cora E. Pickard, and their family consists of one son and a daughter — Ruth and Edward Kennan.



REED P. CLARK

A prominent educator of Ohio, was born in Ashtabula county, this State, August 9, 1853, son of William Gibson Clark, farmer, and was educated in the district and high schools of that county. This preliminary tuition was followed by a course in the Grand River Institute, from which he graduated with the degree of Bachelor of Science, and four years' post-graduate work at Mount Hope College, which conferred upon him the degree of Bachelor of Arts. He holds teacher's life certificates from both the common and high schools, has done much valuable institute work in various parts of the State, and has served as county examiner in Ashtabula county for two terms.

Mr. CLARK, first taught in district schools for eleven terms, receiving but little recompense and following the old custom of "board-

ing around" in the different homes of his pupils' parents.

In 1880 he began public school work at Orwell, Ohio, and after four years' service went to Geneva, Ohio, four years as superintendent of the graded schools. Thence he removed to Cortland, Ohio, served for seven years there as superintendent, and then followed seven years more in the same capacity at Andover, Ohio. In 1902, he was called to Ashtabula, Ohio, as superintendent, and is still the efficient holder of this position.

Mr. Clark is an ex-member of the Ohio Teachers' Reading Circle, and now holds membership in the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association and the National Educational Association, also the Masonic body, Knights of Pythias and Odd Fellows. In 1874 he was married to Miss Mary A. McClelland, and both are attendants of the Methodist Episcopal Church.



J. D. SIMKINS

This gentleman has been actively identified with educational affairs for almost a quarter century, and is one of the most competent and experienced of public instructors.

Mr. Simkins is a native of the Buckeye State, having been born near Fallsburg, Licking county, Ohio, March 29, 1856, his parents being Benoni and Mary Ellen Simkins, the former the "village blacksmith" and a prosperous farmer. As a lad he attended the country school of his home, later being sent to Martinsburg Academy, after which a course was taken in the National Normal University at Lebanon, Ohio. From that institution Mr. Simkins went to Iowa City, Iowa, where he entered the Iowa State University, and graduated with full honors from that well known "hall of learning" with the degree of Bach-

elor of Laws. From the Ohio University at Athens, Ohio, he was awarded the degree of Master of Arts. Mr. Simkins began his professional career as a teacher in 1882, taking charge of a country school, from whence he went in 1884, to a school at Newcastle, Ohio, and in 1889, his scene of labors was changed to Centerburg, Ohio. Five years later promoted to the superintendency at St. Mary's, Ohio, in which capacity he officiated for fifteen years, when in 1904 he was elected to the superintendency of schools at Newark, Ohio.

Mr. Simkins was a candidate for School Commissioner on the Democratic ticket in 1900, but failed of election with the rest of the ticket. He is a member of the Masonic Order, and of the M. E. Church.



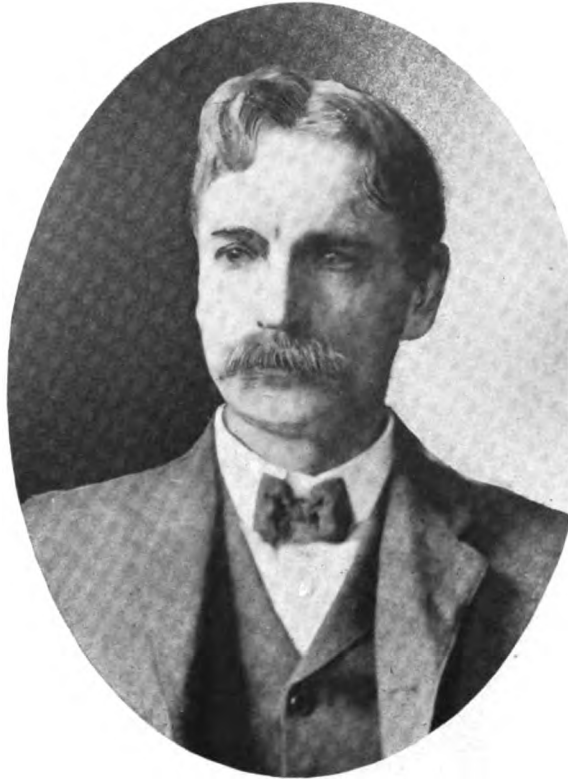
• R. H. KINNISON

For more than thirty years the above-named gentleman has been an active factor in Ohio's educational world and he is recognized as an instructor and superintendent of much merit and ability. He is of progressive ideas and keeps fully abreast of all advances made in his profession.

MR. KINNISON was born in Middleton, Jackson county, Ohio, in February, 1846, his father being C. S. Kinnison, who was also a teacher as well as a farmer. He received an excellent home training, attended the public schools, then the Jackson High School and the Ewington Academy, and then took a classical course at the Ohio University, Athens, Ohio, graduating from that excellent institution in June, 1873, with the degree of A. B., and received the degree of A. M., three years later. As a means of paying for his college education he taught fourteen terms in country and village schools. His first experience as

a teacher in the graded schools began in September of 1873, when he took charge of the schools at Willoughby, Ohio, for two years as superintendent. He next spent a year at Geneva, Ohio, as principal of the Normal School, and for the succeeding two years as principal of the High School at Norwalk, Ohio. In 1879 he went to Wellington, Ohio, as superintendent, and has continued in that capacity up to the present time, his services ever giving the utmost satisfaction and being productive of the best results. Mr. Kinnison holds membership in the O. T. R. C., the O. S. T. Association, the Beta Theta Phi fraternity, the Methodist Church, the Masonic body and the Royal Arcanum.

In 1875 he was married to Miss Eliza Woodworth and they have a family of two sons and a daughter. Mr. Kinnison has a brother, J. E. Kinnison, who is superintendent of the schools at Jackson, Ohio.



HORACE A. STOKES

MR. HORACE A. STOKES, superintendent of the schools at Delaware, is a typical Ohioan, and one of the most accomplished educators in the Buckeye State, where he is well and most favorably known among his colleagues and the public at large. Mr. Stokes was born in Lebanon, Ohio, June 25, 1863, and was raised on the old homestead of his father, Alfred E. Stokes, a successful highly esteemed farmer. For a number of years he was an attendant of the Lebanon schools, afterward removing to Dayton, Ohio, and attending the schools in that city, graduating from the Dayton High School in 1881. This was followed by a course in the Ohio Wesleyan University, at Delaware, from which institution he successfully graduated in 1887. In 1896 he was honored by having conferred upon him the degree of Master of Arts from the Dennison University at Granville, Ohio. As an auxiliary to his studies Mr. Stokes engaged as a learner in the printing trade from 1881 to

1884. In 1887 he began his professional career as a teacher, being appointed superintendent of the O. S. and S. O. Home at Xenia, Ohio, where he was in control for three years, when he assumed the superintendency of the school in Granville, Ohio, continuing there seven years, when he accepted the position of superintendent of schools at Delaware, which he still continues to hold, filling its duties in the most capable manner for the past eight years.

Mr. Stokes is prominent in educational association work, being treasurer of the Ohio State Teachers' Association, ex-president of the Central Ohio Teachers' Association, an active member of the National Educational Association since 1895, member of the Ohio Teachers' Reading Circle, and the Williams Street Methodist Episcopal Church, and in him the Ohio school system has a popular and competent representative.



RICHARD J. KIEFER

This gentleman is eminently well fitted both by education and experience for the position which he now fills so efficiently and creditably. His training has been most complete and his executive knowledge of educational affairs far above the average, enabling him to achieve the most satisfactory, beneficial results. Mr. Kiefer was born in Lykens, Ohio, April 19, 1871, and has been identified with school matters from his early youth. His first attendance as a scholar was at the country schools of his native place, which he attended for years, after which he took a course at Ada Normal School, Ada, Ohio, graduating therefrom in 1895, and afterwards pursued a course at Heidelberg College, Tiffin, from which institution he received the degree of Bachelor of Arts, and graduated in 1902. He first began his experience at the early age of sixteen, in the capacity of teacher, his first charge being a county school near his

birthplace. Thence he was promoted to the principalship of the school at Attica, Ohio, for one year, resigning at the expiration of that term to become principal of the high school at Clyde for two years, when he returned to Attica, and held the position of school superintendent there for eight years. In 1903 he was further promoted by being appointed superintendent of the school at Upper Sandusky, and this responsible office is still being filled by him in the most capable manner.

Mr. Kiefer is an active member of the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the National Educational Association, and the Presbyterian Church, together with the Masonic Order and Knights of Pythias. In 1895 he was married to Miss Ida Luella Sanford, and they have an interesting family of three sons and a daughter.



JOHN IMBODEN HUDSON

JOHN IMBODEN HUDSON is a native of the "Old Dominion," having been born in Staunton, Virginia, April 17, 1863. His father, George H. Hudson, now deceased, was prominent in official life, enjoying the fullest confidence of the people, as was shown in the fact that for twenty-four years he held the position of Auditor of Public Accounts at Staunton.

Our subject attended the grammar and high schools of his home, graduating from the Staunton High School in 1880. He then entered the Virginia Military Institute and after studying there for four years, successfully graduated in July, 1885, third in his class, as Senior Officer of the Corps of Cadets, and with the degree of Civil Engineer. (The Virginia Military Institute has since conferred upon him the degree of Bachelor of Science). Next, Mr. Hudson took a special course in Chemistry and Engineering in the University of Virginia, and on completing his work at that institution, he went into the field as a civil engineer. In this capacity he subsequently held some very responsible positions, becoming resident engineer for two years on the Chesapeake and Ohio Railroad; resident engineer on the Ohio and Northwestern Railroad for one year; division engineer on the Roanoke and Southern Railroad for about two years, also Chief Engineer of the Mt. Sterling, Ky. Waterworks System.

For the succeeding three years he taught civil engineering, the sciences, and military tactics at the Ohio Military Institute and Belmont College, College Hill, Ohio, and for the next three years was engaged at the Kentucky Training School. In 1896 Mr. Hudson received a call to Portsmouth, Ohio, having been elected principal of the high school there. So successful was he in this new office that on April 10, 1901, he was elected and promoted to the superintendentship, which he continues to hold. So strong a grasp has he on the public favor that he is yearly maintained in his position by a unanimous vote of the Board. While principal of the high school, Mr. Hudson was appointed City Civil Engineer, and served in that capacity eight months. He was also a member of the Flood Defense Commission and one of its consulting engineers.

Mr. Hudson is a member of the Ohio Teachers' Reading Circle, the Ohio State and Tri-State Teachers' Associations, the Royal Arcanum and American Insurance Union, the Ohio Society of Surveyors and Civil Engineers, of which society he was the chairman of the Committee on Civil Engineering for 1904. On September 3, 1891, he was married to Miss Lizzie Howard Doty, and they have a family composed of four bright boys and a daughter.



A. D. BEECHY

A. D. BEECHY was born in Berlin, Holmes county, Ohio, April 11, 1852, son of David Beechy, farmer, still living. His early youth and young manhood were spent on the old farmstead and in attending the common schools, which were in session from three to four months each year, never more. With the exception of the time he attended these schools as a pupil and the two winters that he taught, he worked on his father's farm until he was twenty-one years of age.

The following summer he became a pupil in the Hayesville Academy. From thence he went to Mount Union College, Alliance, Ohio, and after a successful course of studies, graduated with high honors, in 1880, with the degree of Bachelor of Arts. Two years later the same College conferred upon him the degree of Master of Arts. While prosecuting his studies he also taught school a great part of the time, in order to defray his expenses. A few years after receiving his A. M. from his Alma Mater he took up the work of a regular three years' Post-Graduate course in Political and Social Science in the University of Wooster. This work he did by himself while attending to the regular duties of his profession, utilizing for this purpose his evenings, or so much of them as could be spared from

his regular work, his Saturdays and vacations. This course having been completed and the examinations successfully passed, the degree of Ph. D. was conferred on him by the University in 1894.

Prof. Beechy began teaching in country schools in 1870. On leaving college he was appointed principal at Berlin, Ohio, and after a year's service there, went to Louisville, Ohio, as superintendent for four years, and then to Elmore, Ohio, as superintendent for four more years. Sixteen years ago he went to Norwalk as principal of the High School, his services proving so efficient that, two years later he was promoted superintendent and still continues to ably perform the duties of this position. He holds a high school life certificate, dated 1880, is an active member of the National Educational Association, also holding membership in the Northwestern Ohio Teachers' Association, the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association, and he is affiliated with the Masonic body and Odd Fellows' fraternity.

In 1882 Professor Beechy was united to Miss Theresa Burman, and they have an engaging daughter, Ada, who is now Mrs. H. M. Wells of Canton, Ohio.



CHARLES L. BOYER

In CHAS L. BOYER the schools of Circleville, Ohio, possess a superintendent of profound scholarly attainments, of extended, valuable experience, and of executive ability of the highest character. Under his supervision the schools of that city have attained a status of the most creditable character, greatly redounding to the city's honor.

Mr. Boyer was born in Fairfield county, Ohio, January 16, 1864, his father being David Boyer, a successful farmer. His earlier education was received in the district schools of his native county, and afterwards he attended a select normal school, following up his studies by a course in the Capital University, at Columbus, Ohio, from which he graduated with honors in 1891; but for six years prior to this he had taught school in one country and one village district. For two years Mr. Boyer

was schoolmaster at Lithopolis, Ohio, and for the succeeding four years he taught in the Lutheran College at Lima. He next was appointed superintendent at Logan, Ohio, for two years, at the expiration of that period becoming superintendent at Circleville, and for the past six years he has ably performed the duties of this incumbency.

In 1889 Mr. Boyer was married to Miss Clara Shade, and they have had four boys and three girls, of whom three boys died in infancy.

Mr. Boyer is an esteemed member of the Lutheran Church, the Ohio Teachers' Reading Circle, the Central Ohio Teachers' Association, and the Central Ohio Schoolmasters' Club, and he has performed much valuable work in the cause of education.



SAMUEL HENDERSON MAHARRY

Ohio's educational army has a widely known, highly regarded, and most proficient member in the above named gentleman, who is a scholar of admirable attainments and a most capable public instructor.

SAMUEL HENDERSON MAHARRY was born in Guernsey county, Ohio, July 17, 1853, and was reared on the farm of his parents, John and Elizabeth (Bratton) Maharry, the latter also a native of Guernsey county, while the former was born in Washington county, Pennsylvania, but was long a resident of the Buckeye State. The family was a large one, comprising four sons and six daughters, and of these three of either sex are living. Our subject's two brothers are engaged in farming—one in North Powder, Oregon, the other in Colorado Springs, Colorado.

In the rural schools of Guernsey county, our subject passed the first years of his educational training, and in 1873, he began teaching school in that county, near Winchester, Ohio, continuing in that position up to 1880, and then moved to Cambridge, Ohio. For a

short time he taught in a school near Cambridge, Ohio.

He entered Muskingum College, New Concord, Ohio, in the fall of 1881, and completing the classical course, graduated in 1887 and received the degree of Master of Arts in 1890. After which he was appointed superintendent of the schools of Garner, Iowa.

He then took charge of the schools at Washington, Ohio, subsequent to which he was superintendent of the schools at Centerberg, Ohio, and in 1896 Mr. Maharry resigned this position and accepted the appointment of superintendency of schools at Millersburg, Ohio, and in March this year was elected to the superintendency at Shelby, Ohio, where he entered upon his duties March 15th, where he receives a handsome increase of salary.

Mr. Maharry is a member of the United Presbyterian Church, president of the Muskingum College Alumni, and a member of the Board of Trustees of the same. He is also a member of the Ohio State Teachers' Association and the National Educational Association.



ALCID C. BURRELL

For the past quarter century the above-named gentleman has been actively engaged in educational affairs, and has held many important positions as teacher and superintendent. His scholarly attainments are well known, and as an educator his ability is indisputable, while his methods are of the most commendable character.

Alcid C. Burrell was born March 22, 1859, in Tuscarawas county, Ohio, where his father, Richard Burrell, was a prosperous farmer. After attending the country schools of his home he studied at the Lebanon Normal School, preparatory for teaching, later entering Mount Union College at Alliance, Ohio, from which he graduated in 1885, with the degree of Bachelor of Arts, afterward receiving the degree of Master of Arts from the same institution. He holds a life high school certificate from State Board of Ohio, and he also took courses at the Western Reserve University and the Chicago University, thus rounding out a most thorough, liberal education.

Mr. Burrell began teaching in 1878, in country schools, and after completing his

college work in 1885, he was made superintendent at Wilmot, Ohio, for three years. He next served two years as superintendent at Carson City, Michigan, and then one year at Painesville, Ohio, as principal of the high school. From thence, going to Indianapolis, Indiana, he was appointed teacher of Physics, in the North High School in that city, remaining there for six years. Returning to Ohio he was elected superintendent at Monroeville, and has filled this position for the past seven years to the complete satisfaction of all interested. He is on the county board of examiners of Huron county and has the supervision of the schools of Ridgefield township with his other work.

Mr. Burrell holds membership in the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association and the National Educational Association. In 1888 he was married to Miss Harriet Webb, whose decease occurred three years later. In 1893 he was united to Miss Grace J. Webb, and they have a family of three engaging daughters.



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Mr. Burrell holds membership in the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association and the National Educational Association. In 1888 he was married to Miss Harriet Webb, whose decease occurred three years later. In 1893 he was united to Miss Grace J. Webb, and they have a family of three engaging daughters.



NORMAN EDWARD HUTCHINSON

Superintendent of schools at Kenton, Ohio, has been a public educator for some thirty years, and his merits and sound executive ability are widely recognized.

NORMAN EDWARD HUTCHINSON was born August 10, 1854, at Jasper, New York, son of Osgood Hutchinson, carpenter by vocation, but has lived in Ohio almost his entire life. He first attended school in the village at Worthington, Ohio, then studied in the public schools of Columbus, Ohio, and finally took a course in the Central Normal at Worthington, graduating in 1875 with the degree of Bachelor of Arts. Later in the same year he began teaching school near Worthington, then taught at Mechanicsburg, Ohio, and thence went to West Jefferson, Ohio, for three years as superintendent. From the latter town Mr. Hutchinson was called to Toledo, Ohio, where he remained for thirteen years—five years as

Ward principal, two years as principal of Webster Grammar School, and six years as assistant superintendent. Thence he went to Bryan, Ohio, for nine years as superintendent then to Napoleon, Ohio, as superintendent for one year and four months, and on January 1, 1905, he was elected superintendent of schools at Kenton, a position he is filling with excellent results.

Mr. Hutchinson has been a member of the Ohio Teachers' Reading Circle for the past twenty years. He also holds membership in the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, the Masonic fraternity and Knights of Pythias. In 1883 he was married to Miss Opelia Head, and they have a daughter, Miss Florence Hutchinson, now a student at the Ohio State University.



GEORGE J. GRAHAM

MR. GRAHAM was born near Plymouth, Washington County, Ohio, November 7, 1847, on the farm of his parents, Wilson and Sarah Graham, and was one of a family of three boys and two girls, of whom one brother and one sister are now deceased. Starting to the country school at the early age of four years, he still retains very vivid recollections of the old log schoolhouse with its large, open fireplace, and primitive desks and slab benches, the latter of which were sometimes appropriated for the purpose of coasting down the hill, on the side of which, in the edge of the timber, the schoolhouse was standing. He continued his studies in this and an adjoining district up to 1866, in the meantime, having attended also, Bartlett Academy at Plymouth, Ohio. At the age of sixteen, he obtained a teachers' certificate from the Washington

County board of school examiners at Marietta, Ohio, the list of questions being still retained. This examination, however, was taken as a test, without any intention of teaching. Three years later, in the fall of 1866, he began his work as a teacher, in his home school, teaching two successive winter terms of three months each at \$28½ and \$35 per month, respectively. In the fall of 1868, he went to Sangamon County, near Springfield, Illinois, where he taught four fall and winter terms, receiving \$60 per month for his first year's work and \$70 per month thereafter. During this period his summers were spent at home on the farm. Discontinuing his work in Illinois, on account of his father's health, he taught three more terms in his native county, two of which were in Plymouth.



GEORGE F. BRAUN

Principal of the Webster School, Cincinnati, has been actively engaged in educational work for upward of thirty years, all of the time in Cincinnati. He was born in that city in 1853, son of George and Anna M. Braun, both natives of Germany, but long-time residents of the United States, the former having come here in 1851, the latter in 1850. His education was secured in the public schools of Cincinnati, and in 1872 he was graduated from the Woodward High School. Soon afterward he began teaching in the twenty-third District School, later in the Twenty-second District School, and for the past thirteen years has been principal of the Webster School. He is well known for his advanced, progressive methods, and his school is ever maintained

at the highest standard of excellence. Mr. BRAUN holds a diploma as Doctor of Medicine, having graduated from the Cincinnati College of Medicine and Surgery in 1891. He is a member of the Ohio Teachers' Reading Circle, the Southwestern Ohio Teachers' Association, all local educational associations, and the German Reformed Church. In 1882 he was married to Miss Emma M. Wright, and they have two daughters to enliven their pleasant home. Mrs. Braun was a graduate of the Woodward high school, also of the Cincinnati Normal School. She taught for ten years in the Twenty-second District School, and is a lady of much culture and refinement.



LOUIS ROTHENBERG

Among the many excellent schools of Cincinnati that of the Fifteenth District has long been one especially noted for the efficiency of its management, and the executive ability displayed by its principal, Mr. LOUIS ROTHENBERG. This gentleman has had a trans-continental experience as an educator, having taught on both sides of the Atlantic. He was born in Hanover, Germany, in 1845, son of Samuel Rothenberg, a merchant of that historic city, and received his early education in the gymnasiums of Hanover. Later, he entered a seminary there, and after graduating, in 1866, became a private tutor. In 1869 he left the Old World for the New, and on arriving here

went direct to Cincinnati, Ohio, which has ever since had the benefit of his services. He first taught in the Twenty-first District School, then at Price Hill, and for the past twenty years has been principal of the Fifteenth District School, which he has developed into an excellent degree of efficiency. Mr. Rothenberg is a member of numerous educational organizations, and is recognized as an authority in all pedagogical affairs. In July, 1871, he was married to Miss Seda Bamberger, and they have had five children—three sons and two daughters. One of the sons is now a successful practicing physician.



JAMES P. CUMMINS

Principal of the 22d District School, Cincinnati, has an extensive circle of friends in educational lines, and is well known as an instructor of ability and advanced methods. He was born in 1849, in Westchester, Butler county, Ohio, where his father, Dr. James P. Cummins, was a leading physician. His early education was obtained in the village schools, and later he took a course in the National Normal University at Lebanon, Ohio, graduating in 1871. Mr. CUMMINS first taught in the country schools of Warren county, Ohio, and next took charge of the school at Riverside, near Cincinnati. Eight years ago, after having taught at Clifton, on leaving Riverside, Mr. Cummins went to Cincinnati, and has since officiated there as principal of the 22d District School, which he

has brought to a high state of excellence and efficiency.

Mr. Cummins is president of the Teachers' Historical Society, and a member of the Ohio State Teachers' Association, the National Educational Association, the Southwestern Teachers' Association, the County Teachers' Association and the Principals' Association. In 1886 he was married to Miss Mary Albach, of Cincinnati, and they have two bright children, a son and daughter. Mr. Cummins' father, Dr. Cummins, served for over three years in the Civil War, as captain of Company I, 83d Regiment, Ohio Volunteer Infantry, and this fact entitles our subject to membership in the Loyal Legion, he having been the eldest son.



JOHN H. CARSON

Principal of the Warsaw school in Cincinnati, has been a teacher in the public schools of Ohio for nearly a third of a century, and has made his impression as an educator fully felt. Modern in his methods, progressive in ideas and strong in the application of his principles, yet modest in his pretensions, Mr. CARSON has won and earned deserved success in his chosen profession. He was born in the town of Harrisburg, Montgomery county, Ohio, August 11, 1848, son of James N. and Elizabeth Carson, his father having been a prominent merchant tailor of that place. In 1859 his father died, and the widowed mother removed her family to the village of Fairfield, Greene county, Ohio, where Mr. Carson received his early education and training in the village schools of that place. In 1868 he entered Heidelberg College (now Heidelberg University) at Tiffin, Ohio, for a five years' course in the classical department, and was graduated therefrom with the degree of Bachelor of Arts.

Mr. Carson began teaching in a country school in the neighborhood of Fairfield where he was raised and where he had attended school as a pupil. He next had charge as principal of the village school at Midway, Clarke county, Ohio, for one year. The following year he was married to Miss Regina Cost of Fairfield, Ohio, and moved to Huntington, Indiana, where he served as principal

of the high school for one year, when he resigned and removed to Delhi, Hamilton county, Ohio, where he taught the village school with much credit for a period of nine years. He resigned this position in 1883 to enter the settlement department of the county auditor's office of Hamilton county. Three years were spent in this service, when in the fall of 1886, Mr. Carson was elected principal of the Warsaw school in which capacity he still continues to serve. During this period he has had the pleasure of seeing the school grow from an enrollment of 60 pupils in 1886 to an enrollment of 220 pupils in 1905, an increase of nearly 400 per cent in that time.

Mr. Carson is a member of the Ohio Teachers Reading Circle, the Schoolmasters' Club of Cincinnati, the Cincinnati School Principals' Association, the Teachers' Club, and all local organizations.

As stated above, Mr. Carson was married in 1883 to Miss Regina Cost of Fairfield, Greene County, Ohio, and four children—two sons and two daughters, both of the latter being married, constitute the family of this marriage. In 1884 Mr. Carson's wife died, and in 1889 he was again married to Miss Jennie H. Sharp of Cincinnati, and one son, now fifteen years of age, forms the family of the last marriage.



W. S. FLINN

Principal of the W. H. Morgan School, Cincinnati, was born in Hamilton County, Ohio, in 1845. His mother, Priscilla, was one of Ohio's pioneer educators, having been a public school teacher in the early 'forties. Her worth as a woman, her influence as an instructor, left a lasting impression upon her scholars. His father, A. S. Flinn, was a farmer by vocation, and at one time deputy sheriff of Hamilton County. A most worthy man, his memory is still revered by all who knew him.

W. S. FLINN was educated in country schools and the high school at Newtown, Ohio. He first taught school in 1865, at Indian Hill, near Madisonville, Ohio, and remained there until 1869. Thence he went to the Corryville School, now the Twenty-third District for three years, and then to the Third Intermediate School for two years. The following fourteen years saw him officiating as principal of the Ninth District School, and for the past seventeen years he has been principal of the W. H. Morgan School, known, otherwise, as the Third District School.

Mr. Flinn is a member of the National Educational Association, the Southwestern Ohio Teachers' Association, the local educational organizations of Cincinnati, and is a Royal Arch Mason. In 1874, he was married to Miss Anna B. Hitch, of Clermont County, and they have had a family of two sons and a daughter, all of whom are married.

Mr. Flinn is also principal of the Morgan Colony at Mount Adams. This enterprise was projected by him and built up to its present size of eight rooms. The Morgan Building has one of the finest school libraries in Ohio, embracing over 3,000 volumes, also a gymnasium completely equipped with the latest improved apparatus. Mr. Flinn's ancestry landed in Turkey Bottom or Columbia, November 18, 1788. His great-grandfather, a veteran of the Revolutionary War, was captured by Indians and endured the awful fate of being burned at the stake. His grandfather was a veteran of the War of 1812. His grandfather's sister, Elizabeth Flinn, had the distinction of being the first white child born in Ohio, the event occurring on December 3, 1788.



W. H. REMLEY

Principal of the Twenty-eighth District School, Cincinnati, has been engaged in educational work in the Queen City for upward of a quarter century, and is well known for his executive ability and sound, efficient methods. He was born in Cincinnati in 1855, son of Jacob A. and Sarah A. Remley. Before the Civil War his father was Captain of the Continentals, a local military organization of Cincinnati, and at the outbreak of war he entered active service as captain of Company A, Fifth Ohio Volunteer Infantry. He was wounded at the battle of Cedar Mountain, and for bravery in that engagement was brevetted major. He remained in service until the close of the war and then was given charge of the Freedmen's Bureau, with headquarters at Ocata, Florida, where he remained until 1868.

Our subject was educated in the public schools of Cincinnati and graduated from the Hughes High School in 1876. Shortly afterward he became a teacher in the First Intermediate School, where he remained for fifteen years, and eleven years ago he was elected principal of the Twenty-eighth District School his present position, and his regime has been marked by rare judgment and most satisfactory results.

MR. REMLEY has been treasurer of the Cincinnati Teachers' Club, also one of the directors of that organization, and secretary and vice-president of the Cincinnati Principals' Association. He also holds membership in the Southwestern Ohio Teachers' Association and the Ohio Teachers' Reading Circle. He was married in 1883 to Miss Anna Cora McHugh, and they have two children, a son, now aged 19, and a daughter, aged 15.



JOHN S. HAUER

Principal of the Sixth District School, Cincinnati, has long been engaged in the public school service, and is widely known in educational circles. He was born at Dent, Ohio, in 1868, son of John and Catherine Hauer, and he was the oldest in a family of four boys and eight girls. His father was a farmer and also the village blacksmith, and our subject worked either on the farm or in the shop when not attending school. His early education was secured in the village school at Dent, also the high school, and in later years he performed an extensive amount of university work in Cincinnati.

Mr. HAUER first taught school in Hamilton

county for five years, and for the following nine years was assistant principal of the Thirtieth District School, Cincinnati. Four years ago he was promoted to the principalship of the Sixth District School, and he still continues to ably fulfill the duties of this position.

Mr. Hauer is a member of the National Educational Association, the Southwestern Ohio Teachers' Association, the Principals' Association, the Schoolmasters' Club and the Masonic fraternity. In 1897 he was married to Miss Bonnie E. Dunn, and they have a pleasant home in Westwood, a beautiful suburb of Cincinnati.



JOHN IRVIN WARD

One of the leading school instructors in Toledo, and a recognized authority in all matters pertaining to matters educational, is the gentleman whose name appears above. Mr. WARD has been actively identified with school affairs since early youth and has ever kept close in touch with the foremost lines of progress in all that was connected therewith. He is a native of this State, having been born at Scotch Ridge, Wood County, Ohio, the son of Isaac Ward, a prosperous family, who had the remarkably large family of fifteen children, twelve of whom are still living. Our subject's first school training was had in Silverwood School, Wood County, and thence he went to the High School at Bowling Green, from which he took a course in the Fostoria Academy followed by a course in the Northern Indiana Normal School, Valparaiso, Indiana. He taught three terms in a country school before completing his course at Valparaiso. Mr. Ward next was for three years teacher in a Sandusky County School, resigning therefrom to become teacher at Auburndale, then a suburb of Toledo, and

was superintendent of same for seven years. When Auburndale was annexed to Toledo, Mr. Ward was appointed principal of the Washington Street School, holding that position six and a half years, when for six months he was superintendent of Toledo's schools. His successive positions were: principal of the Normal School, the Jefferson Grammar School, the Jefferson Street School, and the Illinois Street School, and he is still incumbent at the latter institutions. Mr. Ward was for seven years president of the Lucas County Teachers' Association, of which he is still a member; he is a member of the Toledo Board of School Examiners, which position he has held for eight years; he also holds membership in the Ohio Teachers' Reading Circle and State Teachers' Association, likewise in the Masonic and Odd Fellows' orders. He also practices law occasionally, having been admitted to the Bar in June, 1902. On June 26, 1897, Mr. Ward was united to Miss Hattie Elizina Cochran, and the result of their marriage is a winsome "son and heir."



FREDERICK WILLIAM DEARNESS

Principal of the Twelfth District School, Cincinnati, was born in Mohawk Village, Coshocton County, Ohio, in 1869, son of William and Agnes Dearness. His father, a carpet merchant, was a native of the Orkney Islands, Scotland, and came from that country to Ohio in 1866. Our subject was educated in the public schools of Utica, Mansfield and Cincinnati, and was graduated from Woodward High School in the latter city, in 1886. He first began teaching at Bellevue, Kentucky, and later went to Cheviot, Hamilton County, Ohio. Going thence to Cincinnati, he taught for five years in the Eighteenth District School; and four years ago was elected principal of the Twelfth District School. (the

various departments of which, under his leadership, have been advanced to a high degree of excellence).

Mr. Dearness is a member of the Ohio State Teachers' Association, the Southwestern Ohio Teachers' Association, the National Educational Association, the Woodward Alumni Association, and the Reformed Presbyterian Church; and is president of the Cincinnati Teachers Club, the second time this honor has been conferred upon him. In 1890 he was married to Miss Minnie Frehse, and they have two children, Donald Frederick, aged 11 years, and Jean Elizabeth, aged 2 years.



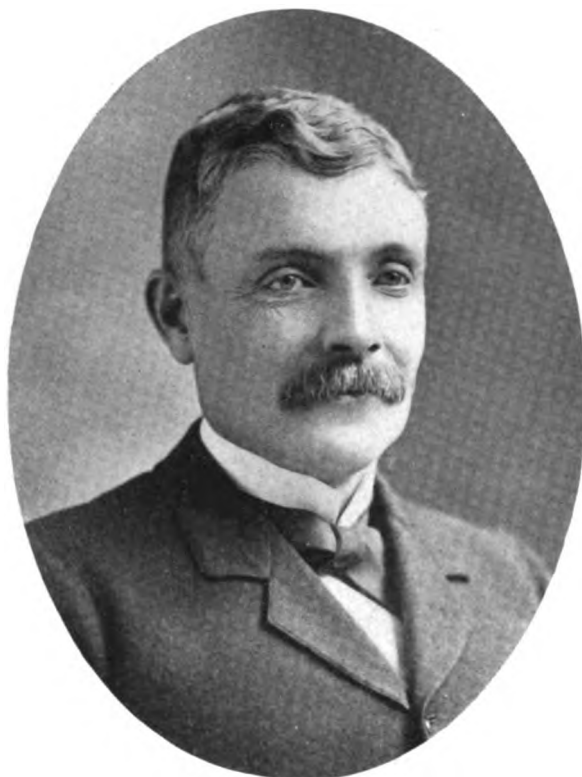
J. H. SNYDER, A. M.

State Commissioner Jones is fortunate in having selected such an able assistant to aid him in his important work as Mr. SNYDER. His experience in the teaching field has been very extensive and conducive of good results.

J. H. Snyder, Deputy State School Commissioner of Ohio, was born in West Massillon, Indiana, a town that was laid out and named by his father, Joseph Snyder, a physician of note in his time. His mother was Eliza Snyder, and both parents are now deceased. His early education was received in the village schools of Iberia, Ohio, and later he took a course in the Ohio Central College, from which he was graduated in 1881. Not having ready cash, Mr. Snyder worked his way through college by carrying mail and by doing odd jobs about the college. He first taught school in Marion and Morrow counties for four winters. In 1893 Heidelberg University conferred upon him the degree of Master of Arts. Professor Snyder was principal of the Crestline High

School for some time and was elected to the superintendency of the Mount Gilead schools in 1884, which position he held until 1890, when he was elected to the superintendency of the Tiffin schools, where he remained until 1900. He then resigned this position and devoted two years to finding relief for his wife from severe illness. His efforts were in vain, however, her death occurring on June 28, 1902. He returned to school work in September, 1902, as superintendent of the Martins Ferry schools, which position he resigned in the summer of 1904, to become first assistant to State School Commissioner Jones. This is a position to which he is peculiarly well fitted, as he brings to the office a ripe scholarship, a broad and successful experience and a keen sympathy for the teacher in his work.

Mr. Snyder is a member of the Ohio State Teachers' Association and the National Educational Association, and has always been identified with progressive educational movements.



SAMUEL T. LOGAN

Principal of the First District School, Cincinnati, was born in Brown County, Ohio, in 1855, son of Lewis A. and Serepta T. Logan, and is descended from one of the oldest and most prominent Pennsylvania families. His great-grandfather took part in the war for American independence, having been with Mad Anthony Wayne at the storming of Stony Point, was honorably discharged from the Continental Army in 1780, and duly paid off in continental scrip. His grandfather was born in a block house in Washington, Kentucky, and in later life was a major in the war of 1812, taking part in the Battle of River Thames. From his immediate ancestors, Prin. Logan must have gotten a liking for the teacher's vocation. His father was an old time singing-school teacher who with violin or cello gave the rising generation "before the war" opportunity to master the intricacies of vocal music. Four members of the mother's family had experience in school teaching, all of whom did creditable work. Our subject

was educated in the public schools of Cincinnati, closing his career as a school boy at Hughes High School in 1875, and first taught school in Clermont County, Ohio. Subsequently he taught for fifteen years at Westwood, then a suburb of Cincinnati, and for the past seven years has officiated as principal of the First District School, which he has developed to a high state of efficiency. Mr. LOGAN has been president of the Southwestern Ohio Teachers' Association, secretary of the Ohio Teachers' Association and president of the Cincinnati Principals' Association. He has long been a member of the Ohio State Teachers' Reading Circle. Mr. Logan is Past-Master in the Masonic Order. In 1889 he was married to Miss Margaret McKeethan of Hillsboro, Ohio, whose ten years in the school room enables her to enter sympathetically into her husband's interests. They have two children, Paul M. and Helen G., who are now pupils in the Hughes High School.



G. H. DENHAM

Principal of the Hyde Park School, formerly known as the "Morington School," Cincinnati, has had a most comprehensive experience as an educator, and is one of the most progressive of the up-to-date developers of the modern school system, particularly that of the Ohio public school system, than which there is no better. Modest as he is energetic and painstaking, praise of his labors would be vain, his work and record speak for themselves.

G. H. DENHAM was born in Cincinnati, in 1845; his parents were Josiah and Isabella Denham, his father a carpenter and builder by vocation. Naturally an apt pupil he took advantage of the opportunities offered by the schools of his home city, and suburban schools, but greatly by private study were his advances made. Suffice it to say, no young man ever entered upon a pedagogical career better prepared for his life-work than did our subject.

Mr. Denham taught his first school in Indiana; but left the schoolroom for the ser-

vice of his country, enlisting as a private in Co. H., 151st I. V. I.

After a period of about eight months, his regiment was discharged. In that short service Mr. Denham was twice promoted, being mustered out as 1st Serg. of his company.

In the summer of 1867 he again turned to the "delightful task," and his professional life really began. Soon the exhortation of the "Sage of Chappaqua" took strong hold of him, and he resolved to accept the advice, "Go west, young man, and grow up with the country."

But he went not alone. In March, 1871, he married Melissa Florence Steele of Mt. Washington, Ohio, and bidding farewell to the Buckeye State, sought fame and fortune in the prairies of eastern Kansas. There the young folks found the comforts of a new home, and genial friends. And no wonder; for Buckeyes do there abound. The prairies are full of them.

Most of the four years spent in Kansas, were spent in the schoolroom with a marked degree of success. But in the last summer the

scourge of grasshoppers came, bringing with them their tremendous appetites. The appalling devastation discouraged the young wife, who for the first time began to long for the home of her childhood, where the grasshopper as a terror is unknown. So a return to Ohio it was.

In the summer of 1875, Mr. Denham was again enrolled among the teachers of Hamilton County. There he taught in country and village schools nearly seven years. He resigned the principalship of the Linwood school early in May, 1882, to accept the position of assistant to Principal R. C. Yowell in the 24th District of the Cincinnati schools, (now known as the William McKinley School.)

This service continued through a period

of more than sixteen years; and in 1898 Mr. Denham was transferred to the principalship of the Hyde Park school.

While connected with the 24th District, Mr. Denham had the misfortune to lose his wife. In 1885 she died, leaving him with three little children, Bertha, Grace, and Robert, of whom the last two are still living.

In 1892 he married Carrie Wyatt, a teacher in the same school, but a native of Clermont County. Two children, Thomas and Martha, have come to bless this union.

Mr. Denham is a member of several teachers' organizations, and of the O. T. R. C. He is also known as an active member of church and Sunday-school.



AUGUSTUS M. VAN DYKE

Principal of the Woodward High School, Cincinnati, was born at Mount Healthy, Hamilton County, Ohio, in 1838, son of Dominicus Van Dyke, merchant. His education was secured in the public schools of Cincinnati, and he was graduated from the Hughes High School in 1857. For special work at Kenyon College he received the degree of Master of Arts. When the Civil War broke out, Mr. VAN DYKE enlisted in the Fourteenth Indiana Infantry and served for ten months as a private. He earned promotion, and became second lieutenant and then first lieutenant in the same regiment. He participated in the battles of Rich Mountain, Antietam, Gettysburg, First Battle of the Wilderness, Fredericksburg, Chancellorsville, Second Bull Run and in the Atlanta Campaign was at Bentonville, the last battle of the war, serving four

years and five months in all. After the battle of Antietam he went on staff duty, and served as adjutant-general under Generals Logan, Howard and others. His rank in the service at close of the war was "Major."

Mr. Van Dyke first began teaching at New Albany, Indiana, and thence went to Ironton, Ohio, as principal of the high school for six years. Next he taught in the high school at Covington, Kentucky, for a year. In the fall of 1878 he was appointed to Woodward High School of which he became principal in 1900, and has ever since continued to most efficiently fill this position.

Mr. Van Dyke is a member of the Loyal Legion, an officer of its Commandery in chief, holds membership in several educational organizations, and has a host of friends and admirers in both professional and social circles.



BENJAMIN F. PRINCE

For almost a half century the above named gentleman has been identified with educational affairs in Ohio. He combines in a marked degree the attainment of a scholar and the rare qualities of a true teacher, and his record presents an enviable testimonial as to his superior qualifications as an instructor. PROFESSOR PRINCE was born December 12, 1840, near Urbana, Champaign County, Ohio, and is a descendant of first settlers in Western Ohio, his maternal grandparents having come to Champaign County in 1805, while his paternal grandparents arrived in 1809, and his grandfather was one of the patriots of the war of 1812. Our subject was reared upon a farm, and received the usual schooling that the limited educational facilities of the time afforded. In 1860 when nineteen years of age he entered the Preparatory Department of Wittenberg College, Springfield, Ohio, pursuing his studies there until 1865, when he graduated with honors. Being offered a position as instructor in the college he accepted and has been connected with this time-hon-

ored institution ever since. For twenty-five years he filled the chair of Professor of Greek and History, and since then has occupied the professorship of history and political science, a position his scholarly attainments peculiarly adapt him to. Professor Prince is president of the Clark County Historical Society, is a life member of the Ohio Archæological and Historical Society and was appointed by Governor Bushnell and re-appointed by Governor Nash a trustee of said society, and is also a member of its Executive Committee. He is a member of the American Historical Association and of the American Philological Association. For seven years Professor Prince was a member of the Executive Committee of the Sunday School Association of Ohio, and since 1877 (with the exception of one year, when he resigned) a member of the Board of Examiners for the City of Springfield. In 1891 he received the degree of Doctor of Philosophy from his Alma Mater, and the honor was one he had thoroughly earned and deserved.



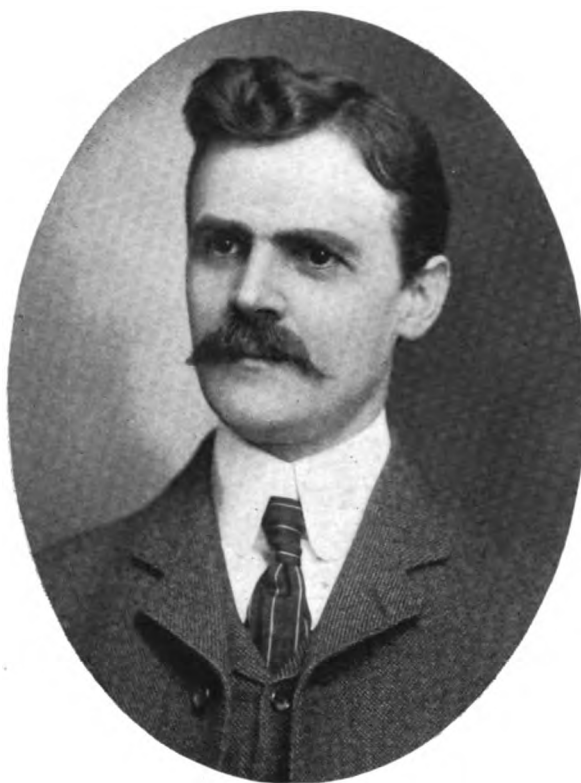
B. D. LONG

This gentleman has been actively identified with the educational world for a period of almost forty years, having begun his labors in this field when but sixteen years of age, and his vast experience, profound knowledge and natural aptitude has made him an instructor of exceptional value and usefulness.

Mr. LONG was born in Lancaster County, Pennsylvania, March 2, 1851, on the farm of his parents, and the family comprised seven children, six boys and a girl, of whom three are deceased. His parents removed to Ohio when he was but ten years of age, and his first learning was gained in the country school of Clark County, subsequent to which he took a course in Wittenberg College. In November, 1866, Mr. Long began his life work, as a teacher, in a Clark County school, and continued his pedagogical work in Mad River Township up to 1880, when he removed to Springfield, Ohio, and was appointed to Gray's School, continuing to teach there up to 1883.

In 1884 he was given an appointment in the Dibert School, as principal, holding the position eleven years when he was made principal of the Southern School. Two years was the period of his service there, when he was promoted to the principalship of the Bushnell School, formerly known as the Shaffer School. This appointment was made seven years ago and Mr. Long still continues to direct affairs at the Bushnell, every department of which is maintained at the highest point of efficiency and usefulness.

Mr. Long was formerly an official in Mad River Township, Clark County, and fulfilled the duties of that office to the satisfaction of all. He holds membership in the Principals' Association, the Central Ohio Teachers' Association, and also the Knights of Pythias and Odd Fellows. On March 17, 1870, he was united to Miss Susan Rathfon, and they have a highly interesting family of six boys and four daughters.



F. H. KENDALL

Who has long enjoyed a well established reputation as a successful public school instructor, was born in Steubenville, Ohio, in 1862, son of John Kendall, a merchant of that city. He was educated in the graded and high schools of that city, graduating in 1877 from the latter, and for a few subsequent years he followed the printing business. He then entered the Ohio Wesleyan University at Delaware, Ohio, graduating in 1887 with the degree of Bachelor of Arts. In the same year he went to Missouri and taught school in that state for a year. Returning to Ohio he was appointed principal of one of the Ward buildings in Steubenville, remaining in that capacity for three years, when he was elected prin-

cipal of the high school at Painesville, and in 1902 was promoted to the superintendentship, a position he still ably controls.

MR. KENDALL has served as a member of the Lake County Board of Examiners for over seven years, and is now in his third term. He is a member of the Ohio Teachers' Reading Circle, the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, and the Methodist Church. In 1893 he was married to Miss Sarah Harvey, daughter of Thomas W. Harvey, former school commissioner of Ohio, and who also was superintendent of schools at Painesville for a number of years.



CHARLES P. LYNCH, Ph. D.

This gentleman has been in the educational field as instructor for upward of thirty years, and has won distinguished success in that capacity. He is well known as a scholar of erudition, a teacher of forceful methods, one who ever commands, gains and retains the esteem and confidence of his pupils, and whose endeavors have ever been fraught with the best results.

PROFESSOR CHARLES P. LYNCH was born in Meadville, Pennsylvania, in 1858, son of John Lynch, who was also a public school teacher of note, being principal of an academy. Our subject was brought to Ohio at an early age, and here attended a district school in Trumbull county. From 1876 to 1881 he taught in country and village schools. Deciding to make teaching his profession, he en-

tered Allegheny College, and graduated in 1886, with Phi Beta Kappa honors.

After graduation he became principal of the Warren, Ohio, High School, which position he held five years. In 1891 he was called to the department of Latin in the Central High School, Cleveland, where he remained until appointed to the assistant superintendency of the city schools in 1902. The years 1894-1897 were spent in post-graduate work at the end of which he received the degree of Doctor of Philosophy.

Dr. Lynch holds membership in the State and National Educational Associations and has been a regular attendant at these meetings for many years. Soon after his graduation he was married to a college class-mate, Mary Virginia Miller. They have one daughter, Laura.



J. W. JONES

MR. JONES, the capable superintendent of the public schools at New Comerstown, Ohio, has from his earliest youth been associated with affairs educational, and he is thoroughly conversant with all the requirements and details of the teacher's vocation, and knows full well how most effectively to meet all demands made upon his resources.

Mr. Jones was born at Oak Hill, Jackson County, Ohio, April 15, 1866, son of Margaret and R. W. Jones, the latter a Jackson County merchant, and the family consisted of three sons and a daughter. Of these Mr. E. L. Jones is a school teacher in Harrison County; Mr. R. V. Jones a merchant in Jackson County, and Miss Jennie Jones is a teacher of music at Oak Hill. Our subject has had a most thorough educational schooling and training. For fourteen years he attended the public schools of Oak Hill, and followed this lengthy term by two years at the Oak Hill High School, two years at the Morgan Academy, one year at the Jackson High School, two years at the Ohio Northern University at Ada, and two years at the Ohio University at Athens. In 1888 he received

the degree of Bachelor of Arts from Ada, and in 1897 the degree of Bachelor of Pedagogy from Athens. Mr. Jones also took a short teachers' course at Harvard for two summer terms, and has read law several years. His experience as a teacher covers three years in Jackson County, three years as principal of the Wellston High School, eight years at Hamden, two years at Westerville, five years at Cadiz, being superintendent at the three last named places. In 1904 he was appointed superintendent of the schools of New Comerstown. He has seventeen teachers and six hundred and fifty pupils under his jurisdiction and the various departments are kept in an admirable state of discipline.

He was married at Westerville, August 3, 1900, to Olive Morrison, a graduate of Otterbein. They have one child, a daughter.

Mr. Jones is a Mason, Knight Templar and Knight of Pythias and holds membership in the Ohio Teachers' Reading Circle, the National Educational Association, the Ohio Teachers' Federation, the Ohio State Teachers' Association, the Southeastern Ohio Teachers' Association and the Tuscarawas County Teachers' Institute.



J. W. SWARTZ

Among the successful educators of Ohio, Mr. J. W. SWARTZ holds a well deserved place, earned by merit and the exploitation of his sound executive ability. While no "faddist," Mr. Swartz is a firm believer in the application of the most modern ideas that can be put to practical and profitable use. As a result his schools have been developed to a stage of the greatest degree of efficiency, and the results attained have been of the most productive and beneficial character.

J. W. Swartz was born in St. Johns, Ohio, December 13, 1868, son of Henry and Mary C. Swartz, and was reared on the old farmstead. He attended the district school of his home, and in 1885 entered the high school at Wapakoneta, Ohio.

In 1888, he became a student in the Ohio Wesleyan University, at Delaware, Ohio, and

graduated with honors in 1896. His professional life began as a teacher in country schools, taught in village schools at Uniopolis, Ohio, and after graduating from college was elected superintendent of schools at Tippicanoe City, Ohio, serving seven years in this capacity. In 1903 he was appointed superintendent at Greenville, Ohio, and has since remained in that incumbency. He has a staff of competent assistants, a steadily increasing total of pupils in attendance, and his influence for good in his chosen vocation is constantly growing.

Mr. Swartz is a member of the National Educational Association, the Teachers' Institute, and the Masonic fraternity. On September 13, 1891, he was married to Miss Ervilla M. Brackney, a lady of estimable personality, and they have a winsome daughter, named Mary Emma Swartz.



HENRY A. CASSIDY

HENRY A. CASSIDY was born in Ireland, November 4, 1866, and his educational training has been of the most thorough character. For ten years he attended the country schools of Londonderry, Ireland, and then entered the famed Trinity College of Dublin, Ireland, for a four years' course in arts, graduating in 1885 with the degree of Master of Arts. He next took a two years' course in the Marlborough Training School of Dublin, and in the United States studied for a term in the University at Cincinnati. He received his primary teachers' certificate in the town of Worthing, Sussex, England, at the age of twenty-two, and for six months was master of a Latin class in that community.

Mr. Cassidy's father, Henry Cassidy, a native of Ireland, was also a prominent educationalist, and for twenty-five years held the important position of Professor of Mathematics in the Marlborough Normal School, Dublin. His mother, a former Miss Katherine Ross, was a native Scotch woman, born in Ayreshire, and bred in the "Land o' Cakes," and she now resides in Ireland. He has a brother, John R. Cassidy, who is a leading

lawyer in Bellefontaine, Ohio, and three sisters, of whom one, Miss Henrietta Cassidy, is owner and manager of a select school for ladies in Liverpool, England.

Our subject came to the United States in 1889, and shortly after his arrival became principal of the High School at Bellefontaine, Ohio, an appointment he retained for thirteen years. In 1902 he went to Lancaster, Ohio, being elected principal of the High School in that town, and in 1903 he was promoted to the superintendentship.

Superintendent Cassidy is a member of the Ohio Teachers' Reading Circle, the South-eastern Ohio Teachers' Association, the Fairfield County Teachers' Institute, the Ohio State Teachers' Association, the Presbyterian Church, and is affiliated with the Masonic fraternity and Knights of Pythias. Since 1903 he has been a member of the Board of Examiners of Lancaster. He is now taking a post-graduate correspondence course in Trinity College, Dublin.

In 1894 Mr. Cassidy was united to Miss Jean Howell, of Bellefontaine, and they have one child, a daughter, who is one of the most promising pupils in the schools of Lancaster.



COL. C. B. ADAMS

One of the humanitarian institutions connected with education that is worthy of all praise, is that of the Boys' Industrial School, located near Lancaster, Ohio. It has been a means of affording an education and a leading to a better life for many of the youth of the State. The present superintendent, COLONEL C. B. ADAMS, who has held this incumbency for three years, has done much to advance the recognized status and efficiency of the School, and his merits are duly recognizable.

Colonel Adams comes of good old revolutionary stock, his mother's antecedents furnishing soldiers for the old French and Indian Wars, the Revolutionary War and the war of 1812. His father's male antecedents, as far back as he can trace, all wore the clerical robe. C. B. Adams was born in Madison county, Ohio, in 1863, son of J. S. and Annie E. Adams, both of whom are now living, the elder Adams having now attained the age of eighty-two. He was first educationally trained in the public schools of Del-

aware, and later took a course in the Ohio Wesleyan University. For two years Col. Adams was Professor of Military Science and Tactics at the Ohio Wesleyan University, and was duly commended for his excellent service there. In his present position he has maintained a regime and a discipline that, while not exacting or commandatory, has yet been blended with a conservative kindness that has been productive of the most beneficial results. During the war with Spain Colonel Adams served as Lieutenant Colonel of the Fourth Ohio Volunteer Infantry, and at Porto Rico was in charge of the Guayamas district. From 1899 to 1902 he occupied the post of Assistant Adjutant General of Ohio. Colonel Adams is a member of one of the oldest Masonic lodges in Ohio, it having been organized in 1812. He also holds membership in the Knights of Pythias and the Benevolent and Protective Order of Elks. He was married to Miss Winifred Mary Sheldon, and they have two winsome daughters, aged thirteen and seven, respectively.



H. V. MERRICK

For over a quarter of a century Mr. Merrick has been in the public service as an educator and is known among his colleagues and associates as a man of excellent scholarship and rare ability. For the past five years Mr. Merrick has served in the capacity of Superintendent of Schools at the Boys' Industrial School, near Lancaster, Fairfield county, Ohio. He is the first superintendent of the educational department of the institution and his experience as a practical school man has wrought an organization articulating perfectly with the numerous departments of the institution and at the same time employing the time allotted to school branches most advantageously. Mr. Merrick also has charge of the Sunday School lessons and with his high character and sincere manner is a strong factor among institution workers. Mr. Merrick was born in 1855 in Columbiana county, Ohio, son of William and Jane Merrick, both now deceased. He was educated in the country schools of his home county, and took a course at Mt. Union College, Alliance, Ohio, from which he was graduated in 1880, with the degree of Bachelor of Arts. He first taught school in Columbiana county, serving in that capacity for five win-

ters. He then became an instructor in German and Algebra in Mount Union College, and, after a year in this position, accepted the superintendency of schools at Minerva, Ohio. At the expiration of four years he resigned to become Principal of the High School at Bellaire, Ohio. Two years were passed in this service and then came a call to Cadiz, Ohio, as superintendent, which incumbency he held for twelve years, becoming the leading public school man of Harrison county and an active member of the Ohio Valley Superintendents' Round Table. He resigned this position to accept his present post of superintendency, in which his efforts have been most successful. Mr. Merrick is a member of the Ohio Teachers' Association, the Eastern Ohio Teachers' Association and the National Educational Association. He also holds membership in the Order of Odd Fellows. Mr. Merrick comes from old Colonial Stock, his great-grandfather having fought in the War of the Revolution. His brother, Martin, served for three years with the 115th Ohio Volunteer Infantry in the Civil War. His mother's antecedents were Quakers. He was married in 1880 to Carrie Parmelee Chapman, since deceased.



PROF. C. M. CARRICK

Inclination and natural aptitude caused **PROF. CARRICK** to select school teaching for his life vocation and the substantial success he has achieved demonstrates that the selection was a wise one and most fortunate for the cause of education. His career is one most worthy of emulation.

C. M. Carrick was born near Berlin, Ohio, in 1866, on the farm conducted by his father J. M. Carrick and at an early age attended the neighboring high schools and academy where he prepared himself for the work of teaching in the country schools. Ever ambitious to widen his scope of knowledge he, as soon as possible, entered the Ohio University at Athens, Ohio, studied assiduously and graduated in 1891 with the degree of Bachelor of Arts, afterward having conferred upon him by the same institution the coveted degree of Master of Arts. Shortly

after his graduation, he began teaching at LaGrange, Ohio, where he remained four years as superintendent of schools.

In 1896, he was called to the superintendency of schools at Wauseon, Ohio, and continued in this position to 1901; since the last date, he has most ably, conscientiously and efficiently officiated as superintendent at Plymouth, Ohio.

Professor Carrick holds a diploma from the Normal Department of the Ohio University for seven years' work done there, and is also the holder of a state life high school certificate.

He is a Mason, a member of the Beta Theta Pi College fraternity, an attendant of the Methodist Church and holds membership in the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, and the Ohio State Teachers' Association.



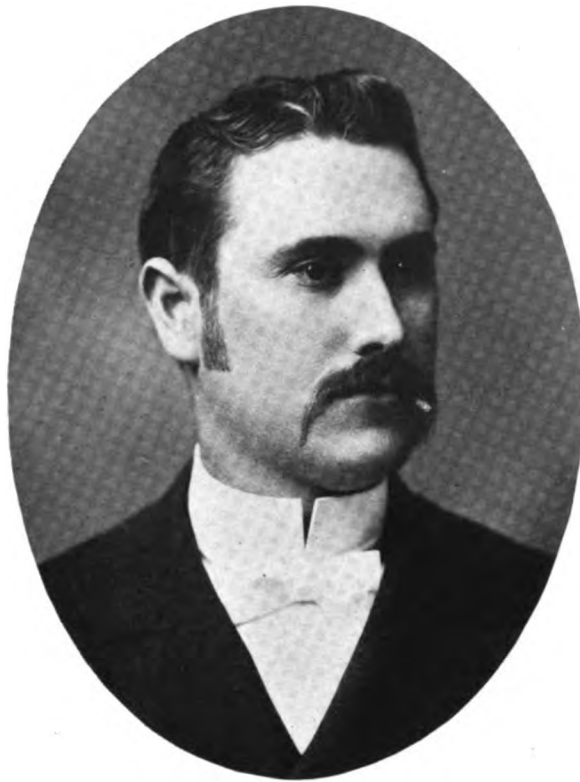
R. K. FURBAY

The Uhrichsville public schools are correctly adjudged as being among the best in the State, and the citizens take a pardonable pride in them. The school buildings are all modern in construction, and the board of education, by its liberality, is constantly supplying everything necessary for the advancement and comfort of the scholars. While the people can be proud of their fine buildings and equipments, they can also boast of several excellent courses of study. The corps of teachers comprises gentlemen and ladies of sound training and thorough ability, fully capable of satisfactorily meeting all demands that might be made upon their resources and talents. The subject of this notice is prominent among these.

R. K. FURBAY was born April 5, 1871, at Gilmore, Tuscarawas county, Ohio, and was reared on the farm of his parents, Oliver Furbay and Mary (Ripley) Furbay, both native Ohioans. The latter is deceased, while the former still resides at the old homestead. Our subject received an excellent education. For about ten years he attended the rural schools of Rush township, and then studied for three years at the Gnadenhutten high school, from which he most creditably grad-

uated in 1892. After he had begun teaching, Mr. Furbay attended the normals at New Philadelphia, with most beneficial results. His first school was a rural in Mills township, which he took charge of in 1893 and taught for two years. He then went to Uhrichsville, where, for the past ten years, or since his advent there, he has officiated as principal of the Trenton Avenue building, with the exception of one year, when he was principal of the old Uhrich street building. Mr. Furbay is assisted by seven well-trained teachers, and the approximate number of pupils in attendance is 250. The teacher of the First Primary Grade is Miss Jeannette Richardson, who has occupied this position twelve years; Miss Anna E. Hetter has been teaching for ten years.

Mr. Furbay was married in 1893 to Miss Clemmie Milliken, of Tuscarawas county, Ohio, and they have a promising family of two sons and one daughter, two of whom are now attending school. Mr. Furbay is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Association and the Tuscarawas County Teachers' Institute, and he with his family are attendants of the Christian Church.



W. L. ATWELL

For about a third of a century the above named gentleman has been actively identified with the world of education — fifteen years as a student, seventeen years as an instructor, and his scholarship and ability are indisputable.

MR. ATWELL is a native Buckeye, having been born in Newton township, Muskingum county, April 15, 1868, his father being Jesse H. Atwell, a native of Montgomery county, Ohio, who was also a school teacher, while his mother, Elizabeth (Lyle) Atwell, was a native of Muskingum county, Ohio. He had two sisters and a brother, and the latter, Elmer E. Atwell, is superintendent of school at Hemlock, Perry county, Ohio.

Our subject's first educational training was secured in a nine years' attendance in a sub-district school of Muskingum county, followed by a year at Fultonham Academy, two years at the Ohio University, Athens, two full years at the Normal School at Ada, from which he received the degree of Bachelor of Science, and one term in the Wooster Univer-

sity. In 1877 Mr. Atwell taught in Muskingum county his first school, remaining there two years. He taught in Perry county four years, and then became superintendent of the schools at Jacksontown, Licking county. For seven years he held this position, when he accepted the superintendentship of the schools at Johnstown, Monroe township, Licking county, the onerous duties of which he continues to most effectively discharge. He has six capable assistants, and the average attendance of pupils is 210.

Mr. Atwell owns a high school life certificate, and two diplomas of the Ohio Teachers' Reading Circle, of which organization he was a member twelve years. He has been on the county board of examiners for over three years, is secretary of Monroe township for the O. T. R. C., and holds membership in the Church of Christ, the Licking County Teachers' Institute, the Knights of Pythias, Odd Fellows, and Modern Woodmen of America. In 1890 he was united to Miss Etta C. Eversole, of Mount Perry, Ohio, and they have one child, a daughter, now in her twelfth year.



CLEMENT L. MARTZOLFF

This gentleman is known as a scholar, a close, assiduous student, a clear, concise demonstrator, a learned, reliable, unbiassed historian and a lucid, brilliant writer as well as a most successful lecturer. In him the great public school system of Ohio has an earnest, energetic, accomplished champion and an instructor of finished qualifications.

PROFESSOR MARTZOLFF is a native Ohioan, born in 1869 in Perry county, and his childhood was passed on the farm of his father, Jacob Martzolff, a prosperous, highly esteemed agriculturist. He attended the country school some years. He then entered Capital University at Columbus, Ohio. This was followed by work in the Ohio University at Athens, Ohio, and Harvard University at Cambridge, Mass. In 1889, same year, he began his pedagogical career as a teacher in a country school, but shortly afterward was assigned to the Lutheran Parochial School at Circleville. His promotion henceforth was rapid. From Circleville he was called to the Buchtel School in Athens county, Ohio, and appointed its superintendent, ably discharging the duties of the position three years,

when he was given charge of the High School at Glenford for a year, resigning to become superintendent of the school at Junction City, Perry county. This office Professor Martzolff held two years and eight days, only tendering his resignation to become superintendent of schools at New Lexington, Ohio, in 1901, and he still continues to most efficiently discharge the duties of this responsible position.

Professor Martzolff is a trustee of the Ohio Archæological and Historical Society, a member of the Ohio Teachers' Reading Circle, the American Historical Society, the National Geographical Society, and is a worshiper in the Lutheran Church. He has achieved distinction as a historical writer, and in 1902 had the honor of writing the "History of Perry County," a task that was accomplished in a highly creditable manner. He is also the author of "Zane's Trace," a historical description and review of the first road in Ohio. Of this work the "Ohio Educational Monthly" for August, 1904, said: "For several years Mr. Martzolff has been making investigations in the way of tracing accurately this first

highway in Ohio, and no time or expense has been spared in making this investigation thorough. He has rendered a distinct service to our State which all readers of history will not be slow to recognize. He has demonstrated that he has genius for original investigations, and this article is a monument to his patience and perseverance in a line of work that is very valuable." Copies may be had from the author, postpaid, for twenty-five cents. Professor Martzoff has also been successful as a deliverer of lectures and commencement addresses, and in institute work, his specialties being history and geography. Among the noteworthy lectures thus far given by him were: "The True Aristocracy," "The Little Red School House," "The Sign of the Cross," "Ohio and her Century," "The Mammoth Cave," "Silas Marner," and "The Flutes of the Gods," and the "Afterglow of Judaism."

SADIE COCHRAN

This lady pursues the art of teaching with her whole heart; she is entirely absorbed in her vocation, and possesses in a rare degree the gift of knowing how to impart knowledge to youthful minds. In the class room she lays aside all perfunctory austerities and puts every scholar in her presence at confiding ease. Her work has been uniformly successful and eminently satisfactory, and she has shown those qualities of mind and heart which endear her to her pupils and render her work a pleasure as well as a profit to those under her instruction and to those in authority over her.

Miss COCHRAN is a native of Ohio, her birthplace being in West Lafayette, on the farm of her parents, Joseph and Mary Cochran, and the family comprised five sons and two daughters. Her early educational training was secured in the common schools of West Lafayette, which she attended six years, and then took a four years' course in the High School. Pursuing her scholastic work she took a year's course at West Lafayette College, and finally graduated in 1903 from the West Lafayette Normal School.

In 1900 Miss Cochran was granted a teachers' certificate and for a year taught a country school in Coshocton county, Ohio, going thence in 1902 to New Comerstown, where she was assigned to the charge of the Fourth Grade. There are forty-three pupils in this department and under the skilled guidance of Miss Cochran they made rapid progress in their studies. Miss Cochran is a member of the Ohio Teachers' Reading Circle, the Tuscarawas County Institute, the Eastern Ohio Teachers' Association, and the local teachers' reading club.

NELLENE ZENTMEYER

This lady has a natural bent and proclivity for the teachers' art, and hence has been achieving substantial and most creditable success in her chosen vocation. Her soul is in her work, she is ambitious, faithful and conscientious, untiring in her efforts to promote the

welfare and advancement of her pupils, and, possessing in an unusual degree the magnetism so necessary to a successful teacher, she is able to influence the little ones through the love and confidence she inspires.

MISS ZENTMEYER was born in Dresden, Ohio, on the farm of her parents, Enos and Ella Zentmeyer, both Ohioans, the former a native of Warren county, the latter of Muskingum county. Her education was obtained through eight years' attendance in the common schools of Dresden, and four years as a pupil in the Dresden High School, from which she graduated in 1901. Later Miss Zentmeyer took a course in the teachers' training school of the Ohio University at Athens, finishing in 1904. She began her professional career on January 1, 1902, when she was assigned to the second grade of the Dresden school, and she is still at the head of this department, over which she supervises with consummate skill and ability.

Miss Zentmeyer's paternal grandfather was a Methodist minister of prominence in Warren county, Ohio. She has resided in Dresden her entire life and all her life interests are centered here. She is a member of the Ohio Teachers' Reading Circle, also of the Teachers' County Institute.

VIRGINIA RONEY

The commonwealth of Ohio is known in many respects as one of the grandest States in the American federation, but there is no one special phase in which it excels more than in the efficiency of its public school system, the foundation of its greatness and a source of perpetual pride to its citizens. The men and women composing that great body known as school teachers, are representative of the best brains and talent of the State, and the vast amount of good they are daily accomplishing is beyond calculation.

Dresden rejoices in the possession of some of the best equipped schools in the State, officered by able instructors of up-to-date methods. Among the ladies of the staff an excellent success has been achieved by Miss Virginia Roney, who is in charge of the primary class room. Miss Roney is a native of Zanesville, Ohio, her parents being Mary and C. H. Roney, the latter a well-known soldier and business man of Dresden. Her education was secured through four years' attendance at the Zanesville schools, a course at the Dresden High School, from which she graduated in 1889, a year in the Dresden Normal School, and a course in the Teachers' Training School, Ohio University, Athens, graduating from the latter in 1903. Miss Roney was assigned in charge of the primary grade in 1889, and has continued in this capacity ever since with uninterrupted success. The pupils under her supervision average fifty in number.

Miss Roney is a member of the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the Muskingum County Teachers' Institute, the Eastern Ohio Teachers' Association, and the Kismet Literary Club, a local organization.



CHARLES J. BRITTON

The above named gentleman, whose life has been wrapped up in, and actively connected with affairs educational, as a public educator of the successful type, is widely known to his colleagues and to the public. He comes from an old cavalier family of the Virginia type, who emigrated to this country from England along about the time of the active contest between Cromwell and Charles the First.

The subject of this sketch was born near Williamsburg, Ohio, July 3, 1868. After passing through the various grades of the public schools, and graduating from the high school of his native village, he attended school for a time at the National Normal University at Lebanon, Ohio, and began his career as a teacher near Olney Illinois. After a short experience in the grades at that place he attended the University of Michigan, for further preparation for his life work in dealing with affairs educational. Later he spent a part of a year in travel abroad. On his return he became principal of a school in Fletcher, later was elected superintendent at DeGraff, Ohio, which position he held for eight years. He left a lasting impress on these schools by building up a splendid high school. During his entire period of service at DeGraff he was a member of the Board of School examiners for Logan County.

His next field of operation was at Gallipolis, where he served as superintendent of City Schools for four years, from which position he resigned to accept the superintendency at Kenton, Ohio, which position he held two years, and which he recently resigned to accept a place as representative of the American Book Co., in their high school and college department.

In all his school work Mr. BRITTON manifested a great capability, both in the class room and as executive head of the schools under his control. This is evidenced by the fact that throughout his long career as a school man he was compelled to resign from every position he held under protest from the students whom he met in class room, teachers, board of education and the public whom he served, in order that he might receive the promotion his talents merited.

In addition to the life certificates, degrees and honors usually bestowed on a man of his experience and capacity for work, we might add that he is a member of the Methodist Church, the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Association of Superintendents and High School Principals, and the National Educational Association. He also holds membership in the U. C. T., the Society of B. P. O. E., and is a prominent Knight Templar in the Masonic Order.



JAMES E. KINNISON

This gentleman has been an active, valued factor in Ohio's educational world for about a quarter of a century. He has been superintendent of schools at Jackson for almost that entire time, and enjoys a reputation reflecting the utmost credit upon his scholarship and executive ability.

JAMES E. KINNISON was born in Jackson County, Ohio, his father being Charles S. Kinnison, a most worthy citizen, who was also a teacher, in addition to conducting a successful farm. After completing the gamut of the public schools, our subject entered for a course at the Ohio University at Athens, and was graduated therefrom in 1880. Later in the same year he began work as superintendent of the Wellston public schools, where he remained but one year, when, attracting the attention of the board at Jackson, Ohio,

they elected him principal of their high school, and in 1883 he was promoted to the superintendency, in which capacity he has since remained. There are five school buildings under his supervision and all the several departments have been promoted to a high degree of efficiency.

Mr. Kinnison holds membership in the Ohio Teachers' Reading Circle, the South-eastern Ohio Teachers' Association, the National Educational Association, the Ohio State Teachers' Association, the Methodist Church, and in secret organizations is affiliated with the Masons and Knights of Pythias. On June 8 1882, he was united in marriage to Miss Emma E. Shadrach. They have three fine children, a daughter, Lucille, and two sons, Charles and Edgar.



EZEKIEL WALLACE PATTERSON

Valuable is the work that has been done in the educational field by the above named gentleman, and, being comparatively young, he still has a wide future for further usefulness and distinction.

EZEKIEL WALLACE PATTERSON was born September 23, 1859, in Jackson County, Ohio. His father, Thomas Wallace Patterson, who was educated in Philadelphia, Pa., was quite prominent in public life and served most efficiently as auditor of Jackson County. He is now engaged in farming in that county, and is known as a most estimable citizen.

Our subject attended the district schools of his home, and on completing the studies they had to offer, took a course at Marietta College, from which he graduated in 1885 with honors. He also performed special work at Chautauquan summer school, and in 1883 began his professional career. His first school was at Burlington, New Jersey, whence, after two years' good service, he went to Jackson,

Ohio, having been elected principal of the high school at that point. He filled this position four years, then taught in Portsmouth for a year, when, his health failing, he retired from teaching. In 1895, having regained his strength, Mr. Patterson again entered the educational field, this time as superintendent of the schools at Wellston, Ohio, and in this capacity he still continues. He has raised the schools to a high point of efficiency, and enjoys the confidence and esteem of the entire community.

Mr. Patterson holds a high school life certificate and is a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Phi Beta Kappa and Knights of Pythias. He is also an elder in the Presbyterian Church. He was married in 1903 to Miss Essie Warren, a lady of most admirable traits of character, and they reside in Wellston.



WILLIAM T. HEILMAN

This gentleman was born in Eaton, Preble County, Ohio, May 2, 1861, and shortly after this, with his parents removed to Jackson Township, where he received the rugged training attendant upon farm life. His teens were spent in the country schools and in a high school one year at Plymouth, Ohio. At the age of eighteen he taught a spring term of school in Lanier Township, Preble County, and in September, 1880, entered the Ohio State University, where he studied two years and, returning to Preble County, resumed teaching in Lanier Township, having charge of a school near Gratis until 1884. He next taught for two years in the schools at Gratis, Ohio, one year as teacher in the grammar grade, the following year as principal. Failing in re-election he taught in the schools of Lanier Township, (with the exception of one year in a school at College Corner, Ohio,) up to 1891, when he was recalled to Gratis, and taught most successfully until 1894, when he was elected to the principalship at West Alexandria, where he served the people most faithfully up to 1897, when he resigned to enter mercantile life. This not proving congenial to his tastes he returned to the educa-

tional field of labor. One of the teachers of the high school at Germantown, Ohio, resigning, MR. HEILMAN was elected to complete the unfinished term of six months. On completing the term he, in 1899, was elected superintendent of the public schools at Canal Winchester, Ohio, continuing there until 1903, when he was elected teacher of physics in the Columbus schools, and, after a year of service, resigned to accept the superintendency of the Canal Winchester schools again, the people there showing their appreciation of his work by advancing his salary to a figure much greater than they had ever given before. This position he continues to most efficiently fill.

While at Gratis, Ohio, Mr. Heilman was appointed County Examiner of Preble County, and ably served in that capacity for seven years. In December, 1893, he received a life certificate. Mr. Heilman has always been a student, working out nearly all that is required for a college degree, so that by executing the required work at the Ohio University, he received the degree of Bachelor of Philosophy in 1904. In the special field of mathematics and physics, in addition to his other

accomplishments, Mr. Heilman is an acknowledged authority. He delights in these studies and possesses in a high degree the rare gift of being able to easily, freely impart his knowledge comprehensively to others. Besides his scientific attainments Mr. Heilman makes a pleasure study of botany, being a great lover of Nature, that wonderful, universal mother. While especially infatuated with science Mr. Heilman despises nothing that may tend to broaden his mind. He is a member of the Ohio State Teachers' Association, the Ohio Teachers' Reading Circle since 1884, the Association of Ohio Teachers of Mathematics and Science, is a faithful attendant upon the County Institute and the County Teachers' Association, and is affiliated with the Masonic Order, Odd Fellows, Knights of Pythias, the Ohio Archaeological and Historical Society, and the Ohio State Academy of Science.

MISS BESSIE M. CORLETT

Among the young lady educators of Cleveland, Ohio, who have amply demonstrated their fitness and capacity for the strenuous positions which they are successfully filling, is MISS BESSIE M. CORLETT, the popular principal of the Miles Building. Although one of the younger generation of teachers her progress has been rapid, her natural ability and thorough training enabling her to forge to the front in many years' less time than some of her predecessors.

Bessie M. Corlett was born in Cleveland, Ohio, her father being Robert Corlett, a carpenter and builder, and her education was secured in the public schools of that city. After graduating from the Central High School, she took a course in the Cleveland Normal School, and was graduated from that institution in 1896. Shortly afterward she was appointed teacher at Miles Park, and after giving satisfactory services there for six years was, in 1901, promoted to the principalship of the Miles School, a position she has since continued to fill with dignity, efficiency, and signal ability.

Born in 1876—the centennial year of American independence, Miss Corlett has proved herself a true daughter of the American Republic, and her success and popularity are thoroughly deserved.

MISS ADA G. HINE

The Hine family has been a most liberal contributor of teachers for service in the grand public educational system of Ohio: besides our subject there were five sisters who devoted many years to the arduous work of public school teaching.

MISS ADA G. HINE was born in Poland,

Ohio, her father being Abraham S. Hine, a farmer of that locality. She attended the district school and afterward took a course of studies in the Poland Seminary, graduating from that institution in 1873. Her first position in a professional capacity was as teacher in the school at Canfield, Ohio. After two years' service there she taught in the Poland Seminary for a year. In 1876 she accepted a position in the graded schools of Mount Ayre, Iowa, where she remained two years. On returning to Ohio she taught one year in Cortland and ten years in the public schools of Oberlin. Miss Hine was then called to Cleveland, Ohio. The first year's service was divided between the Kinsman and the Warren street schools. Four years were spent in Warren School in the capacity of assistant principal. One year was spent in Dunham and Outhwaite schools. When the Barkwill school was opened in 1896 she accepted the position of principal. Five years later she was promoted to the principalship of the Tod School, her present position.

Miss Hine is a member of the National Educational Association, and Northeastern Ohio Teachers' Association, and of the Plymouth Congregational Church.

ALTA M. WALLER

The high status upon which rests the reputation of Ohio's public school instructors is not allowed to deteriorate, but is kept ever up to the most finished plane of excellence by the constant addition of new instructors of modern methods and thorough ability. Thus is maintained at the greatest point of effectiveness the pride of the Buckeye State—its magnificent public school system.

A comparatively recent addition to the army of active school potentates in Muskingum County, was MISS ALTA MABEL WALLER, a popularly known young lady, who has been assigned to the charge of the Second Grade in the school at Nashport, Ohio.

Miss Waller is "native to the manor born," Nashport being her birthplace, and her parents, Margaret A. and Homer C. Waller, the latter a journalist of prominence, well known residents there. She began study at an early age, attended the Nashport common school for seven years and the High School three years, and on March 19, 1904, was granted her first teacher's certificate. She was assigned to the charge of the second grade in the Nashport school, where she has about thirty pupils in her care, and the minds of the little ones are being tenderly yet effectually developed under her tuition.

Miss Waller is a member of the Ohio Teachers' Reading Circle, also the Muskingum County Teachers' Institute, and her present success presages auspiciously for the future.



GEORGE A. CHAMBERS

The present efficient Superintendent of schools at Groveport, Franklin County, Ohio, has been actively engaged in the public school service and other educational work for upward of twenty years, is widely and most favorably known to the public. His grandfather, a native of the North of Ireland, was one of the pioneer settlers of Ohio, and both his parents were born in this State. Both are now deceased. Our subject was born in Hocking county, Ohio, and was the oldest of twelve children, four of whom became teachers. Mr. Chambers received his early education in the country schools of Union county, Ohio, was a student in the Richwood High School and then entered the Ohio Wesleyan University, at Delaware, graduating in 1885. He first began teaching in the common schools of Union county, and after this preliminary experience became Superintendent at Tarleton, Pickaway county, Ohio, for three years, then held similar positions at New Holland, Pickaway county, for two years, at Plain City for four

years, at Delaware for three years, and at Granville for two years. He was called to Columbus to become Principal of the Ohio School for the Blind, and ably served in that capacity for five years. On resigning from that position he went to Groveport as superintendent. This was about a year ago, and under his leadership the schools are being developed to a high stage of excellence and efficiency, while personally he has attained a high degree of popularity with Groveport's worthy citizens.

Mr. Chambers holds a State Life Teachers' Certificate, given in 1894, and is a member of the Central Ohio Teachers' Association and the Ohio State Teachers' Association. He likewise is a member of the Masonic Fraternity, being a Knight Templar, is a member of the Odd Fellows and Modern Woodmen of the America. Mr. Chambers was married to Miss Lucinda Bigley, and they have a pleasant home in Columbus, Ohio.



PROF. THOMAS W. SHIMP

This gentleman has been active in the public service as an educator for almost a quarter of a century, though still a young man, and his career has been a good exemplification of what energy and perseverance will accomplish when properly directed.

PROFESSOR SHIMP was born in Jay County, Indiana, in 1867, son of Jesse B. Shimp, farmer, and though his early life was a rugged one he was ever ambitious to aspire. He attended the county school near his home, also the Jay County Normal School, and while pursuing his studies he taught school for eight years, not experiencing a vacation during that entire period. Coming to Ohio he took a two years' scientific course at the Lebanon Normal College, and was graduated with the degree of Bachelor of Science. Shortly afterward he was appointed superintendent of schools at Sciotoville, Ohio, and

on leaving there he was superintendent at Fort Recovery, Ohio, for six years. Thence he went to Upper Sandusky, Ohio, as superintendent for five years, and in 1903 was elected to his present position of superintendent of schools at Delphos, Ohio.

Professor Shimp was for a number of years county examiner in Wyandotte County, also officiating as president of the State meeting of county examiners. He holds membership in the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the Northwestern Ohio Teachers' Association and the Presbyterian Church. On December 26, 1893, he was married to Miss Ella E. Sheward, and they have two children—a son, Paul Brooks Shimp, aged ten, and a daughter, Eva Ione Shimp, aged eight. Professor Shimp has long been active in institute work, and he is most favorably known in educational circles.



CHARLES A. KROUT

This gentleman's active experience as a public educator extends over a period of a quarter century, during which time he has ever been steadily advancing in scholarship and in his profession, and his reputation is of that character in which anyone may justly take pride. His early and later education were most thorough, and comprised both common school and collegiate studies.

CHARLES A. KROUT was born in Morrow County, Ohio, March 12, 1862, son of Jacob Krout, carpenter and builder, and after attending the country schools he, in 1879, went to Keokuk County, Iowa, and for a year taught school there. Returning to Ohio in 1880 he entered the high school at Chesterville, of which the father of the famed Dr. Gunsaulus was president of the Board of Education, and graduated therefrom in 1882. After teaching for a year in Knox County, Ohio, Mr. Krout entered Wittenberg College, graduating in 1887, and receiving the degree of Master of Arts in 1890. On leaving college he was appointed superintendent of the New Burlington, Ohio, schools, holding that position two years, when he went to Tiffin, Ohio, and after teaching for one year in the high school, was promoted to the principalship of the same.

This event occurred fifteen years ago, and since then, under Mr. Krout's able management, the school attendance in the high school has increased its average from 132 to 257 pupils. Five years ago Mr. Krout was further honored by being elected superintendent, an honor fully earned and well deserved. In 1894, it may here be mentioned, he took a special summer course at Harvard University, and spent the summer of 1895 in England and on the Continent.

Mr. Krout is president of the Northwestern Ohio Teachers' Association, and a member of the State Teachers' Association and an active member of the National Teachers' Association.

Aside from his professional duties and associations he has taken an active interest in fraternal orders and in the Church. While at college he was a member of the Alpha Tau Omega Fraternity and now holds membership in the Royal Arcanum, United Order of American Mechanics, Knights of Pythias and is a Knight Templar.

He is a member of the General Synod English Lutheran Church and has represented that organization as a delegate at State and National Synods.



JAMES M. CARR

Another worthy son of Guernsey county who has devoted his life to school labors is **MR. JAMES M. CARR**, born March 7, 1867. His parents, John Carr and Mary (Montgomery) Carr were Irish born, but came to this country in the sixties. The father, after marrying in Philadelphia, Pa., settled on a farm in Guernsey county, Ohio, where his sons were raised and educated. James M. Carr attended a country school until he was sixteen, and after taking a four years' course at Muskingum College, graduated with the degree of Bachelor of Arts in 1901. He also did work in the teachers' training course at Ada Normal University. In 1885, before going to College, Mr. Carr taught the Hopewell School, Guernsey county, and gave fifty-six months to other district schools in said county before accepting the superintendency of the Washington schools in 1892. After two successful terms there, he moved to Frazeyburg and spent nine years in advancing that community's interests to its present state of proficiency. Licking township, Muskingum

county, engaged his services during the 1902-3 term. In 1904 he took hold of the reins at Cambridge.

These schools are well known throughout eastern Ohio, and are acknowledged an important charge, employing, as they do, forty-four teachers and one special instructor in music, and enrolling approximately 2,000 scholars, or about twenty percent of the population of Cambridge. The four handsome school buildings which accommodate about 500 pupils each are a just source of pride to the men who created them and are ever watchful of their interests.

Mr. Carr married Miss Annie Mendenhall of Frazeyburg in 1895, one child lives to record the union. Since 1901 James M. Carr has represented Muskingum county in the Ohio Legislature, and is very popular with his acquaintances and Brother Masons, colleagues in various teachers' educational associations, etc., such as the National Educational Association, O. S. T. Association, E. O. T. Association, O. T. Federation and Ohio Teachers' Reading Circle.



PROF. JOHN C. SEEMANN

Is a teacher whose whole life has been devoted to the cause of popular education; his single and controlling thought how best to promote its interest. Intense in his purposes and desires, sincerely zealous and loyal in his labors, he has little sympathy with those who are disloyal or indifferent. Whether as teacher or superintendent, he has ever felt it to be a conscientious duty and pleasure as well to devote his untiring efforts to the development and progress of his pupils. Be the standard ever so high he has sought to place it still higher.

JOHN C. SEEMANN was born at Berlin, Holmes county, Ohio, May 14, 1863, and was reared on the farm of his father, Charles Seemann. He attended the village schools of Berlin, and later a course of studies at the Ohio Normal University, Ada, Ohio, graduating from that institution in 1890 with the degree of Bachelor of Science. Previous to that Professor Seemann had had considerable experience as a teacher, having taught school from 1884 to 1889 in winter and attending to his studies in summer. In the fall of 1890 he assumed the duties of superintendent of schools at Republic, Seneca county, Ohio, which position he held for five years, and during the summer of 1893 he was connected with

the summer normal school at Bloomville, Ohio. On resigning from Republic in 1895 he went to Athens, Michigan, as superintendent, where, in four years' service, he brought the schools into an excellent condition. It was with regret that his resignation was accepted there in 1899, when he accepted a call to Vermilion, Ohio, where he has since officiated as superintendent with constantly augmenting success. During the summers of 1901-2 he was connected with the summer schools of Heidelberg University. During the twenty years he has been a school teacher Professor Seemann has also officiated as superintendent of Sunday schools.

In 1901 Professor Seemann was appointed a member of the Erie County Board of School Examiners, and still serves on that body. He was among the first in Holmes county to take up the work of the County Teachers' Reading Circle, organized the Seneca county branch of that association, and was the first to receive a diploma from that organization in the latter county. He is a member of the Masonic Order, the Maccabees, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, and the Methodist Episcopal Church. In 1892 he was married to Miss Libbie Eastman, and they have a bright boy, who has been named Herman E. Seemann.



PROF. SAMUEL HERRICK LAYTON

In the above named gentleman the city of Gallipolis possesses one of the best qualified superintendents in the State, one who has achieved marked success in his work. PROFESSOR LAYTON is of Ohio birth, having been born in Licking County in 1866, son of Francis Marion Layton, a prominent farmer. He early attended the country and village schools, and later took a full course at the Ohio Wesleyan University at Delaware. He pursued a thorough course in pedagogy in the Ohio Normal University at Ada, Ohio, and has also pursued extensive post-graduate courses in other universities. The following degrees have been conferred upon him, Bachelor of Science, Bachelor of Literature, Master of Arts and Doctor of Philosophy.

Professor Layton first began teaching at Jacksontown, Ohio, and before leaving was promoted to the superintendency. Thence he went to Dublin, Ohio, as superintendent, then

to Worthington, Ohio, in the same capacity. Subsequently he was superintendent consecutively at Mechanicsburg and Barnesville, Ohio, and, two years ago, was elected superintendent at Gallipolis. During his last year at the Ohio Wesleyan University, 1896, he was an instructor in English. Professor Layton holds a high school life certificate with very high grades, and has membership in the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Ohio Teachers' Association, the National Educational Association, the Junior Order of United American Mechanics, and is president of the Tri-State Teachers' Association. He was county examiner in Champaign County for two years, and is now city examiner of Gallipolis. In 1896 he was married to Miss Minnie M. Brashares, and both hold membership in the Methodist Episcopal Church. Prof. Layton is now president of the Epworth League of this church.



MORRIS A. HENSON

In the admirable public school system of Ohio the schools of Gallipolis have long been recognized as among the best regulated and efficient, and some of our foremost educators have labored there.

Of those at present in service an honored position is occupied by MR. MORRIS A. HENSON, principal of the Gallipolis High School. This gentleman was born in Hocking County, Ohio, February 11, 1864, son of Andrew Henson, bookkeeper and furnaceman, and his first education was obtained in a furnace school. Later he went to the high school at Jackson, Ohio, graduating in 1883. On leaving school he taught for four years in a

country school, and then entered Ohio University at Athens, for a pedagogical course. On graduating in 1892 he was elected superintendent at McArthur, Ohio, and continued there eleven years, or up to 1903, when he was called to Gallipolis, and has since served efficiently there as principal of the high school. Mr. Henson is a member of the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the National Educational Association, the Southeastern Ohio Teachers' Association, the Tri-State Teachers' Association, the Methodist Episcopal Church, and is also affiliated with the Masonic Order.



GUSTAV A. RUETENIK

The magnificent status to which the schools of Cleveland have attained is the result of intelligent effort ably directed, the liberal expenditure of public moneys for the public good, and the selection of men and women of superior ability as public instructors. Thus the Forest City has indeed cause to congratulate itself upon its admirable school system, which is amply paying and repaying itself by producing the best class of citizenship. One of the best known educators in the city is MR. GUSTAV A. RUETENIK, the esteemed and highly successful principal of the South High School. This gentleman is a native Ohioan, born in Tiffin, and is the son of the Rev. Herman Julius Ruetenik.

His father, beside his ministerial capacity, was also president of the Calvin College and professor in the Heidelberg College at Tiffin and is a man whose benevolent functions have been productive of much good in the world in which he has labored and for whose benefit he is still nobly at work. Our subject obtained the rudiments of education in parochial schools in Cleveland, and then followed

preparatory work in Calvin College, a course of studies in the Mission House College at Sheboygan, Wisconsin, and, crossing to Europe, a course of studies in a prominent gymnasium in Prussia. Returning to the United States and to Cleveland when twenty-one years of age he began professional life as an instructor in Calvin College, remaining there four years.

The next four years saw him installed as teacher in the Central High School, and the following eight years at the West High School, three of which he filled in the capacity of assistant principal. At the expiration of that period in 1894 he was appointed principal of the South High School, and still fills this responsible position in a manner that has thoroughly tested his worth, merits and ability, and proved thoroughly acceptable to all concerned. On May 17, 1883, was consummated the happy marriage of Mr. Ruetenik with Miss Lillie E. Closse; they have a cheering family of five girls and three boys, the latest arrivals the felicitous stork brought being beautiful twin girls. Mr. Ruetenik, with his family attends the Congregational Church.



WILLIS FULLER SEWALL

The public library is a leading factor in the securing of a liberal education, and in developing the best interests of a community. Ohio possesses many finely stocked and equipped public libraries, one of the best of these being at Toledo, the present beautiful building having been erected by the city some twenty years ago. Its efficient and widely known librarian, WILLIS FULLER SEWALL, is a gentleman of broad experience and most scholarly attainments. He was born at Chesterville, Maine, August 12, 1886, son of Howard and Florilla (Fuller) Sewall, the former a lumber merchant, and he was given a sound, thorough education.

After attending Wilton Academy, Wilton, Maine, and graduating in 1883, he went to Westbrook Seminary, Deering, Maine, graduating therefrom in 1886. Then followed a full course at Tufts College, Medford, Massachusetts, and graduation in 1890. While there he became an instructor in Elementary French, during the second half of his senior year, and continued in that capacity for the two years

following graduation. He was also an instructor in elementary English composition and assistant in the college library. While at Tufts, Mr. Sewall held a prize scholarship throughout his entire course; was editor of his class annual in his Junior year, by vote of his class; editor of the college paper in his senior year, by vote of the college faculty, and had a commencement part. In the fall of 1902 he went to the New York State Library School at Albany for a year, and, following that, was for a year official indexer to the New York State Commission in Lunacy.

From June, 1904, to June, 1905, he was engaged at the Bryn Mawr College Library, cataloguing the Saupe collection in classical philology, which embraced editions of the Greek and Latin authors, as well as philological works in German. In 1895 Mr. Sewall was appointed librarian of the Wilmington Institute Free Library at Wilmington, Delaware. The climate there, however, did not prove congenial, and after four years of ser-

vice it became prudent for him to resign. He returned to Livermore Falls, Maine, his former home and his father's present residence, and gave up library work for a season. While at Livermore Falls he was superintendent of schools for a year, and, at the same time actively interested in the organization of the Livermore Falls Library Association, which subsequently received town support and became free.

On September 1, 1903, Mr. Sewall was made librarian of the Toledo Public Library, a position he has most efficiently filled since his appointment, and he has become most popularly known to Toledo's citizens.

Mr. Sewall is a member of the Delta Upsilon Greek letter fraternity, the Ohio State Library Association, and the American Library Association.

On October 30, 1894, he was married to Miss Kate Louise Howe, of Albany, New York, and they have one child, a promising boy—Howard Howe Sewall, who was born October 14, 1896.

MISS MARY E. HOWLETT

This lady is a principal of rare tact and ability and conspicuous intelligence. Her record has been an unusually successful one, even in a city like Cleveland, where the highest class of talent is to be found among the exponents of the public school system and her rise has been deservedly rapid and fully earned.

MISS MARY E. HOWLETT was born in Cleveland, where her father, Thomas Howlett, is a retired business man, and her education was obtained in the excellent public schools of the Forest City. After graduating from the West High School, she took a course in the Normal School and was graduated therefrom in 1892. Shortly afterward she became a teacher in the Brownell Building, continu-

ing there for three and a half years when she was transferred to the Gordon Building, taught for a year there, and for the succeeding five years in the Waverly Building. Four years ago she was appointed principal of the Lake Street School and has filled the onerous duties of that trust with most signal ability and discrimination.

Miss Howlett is a member of the Northeastern Ohio Teachers' Association, an attendant of the Catholic Church, and she has exercised a most beneficent influence in the educational world.

MISS MARY G. STRACHAN

Cleveland has long been noted for the large number of its women principals of schools, and the able manner in which they discharge their duties prove them to be fully as efficient as their colleagues of the "sterner sex." Among these distinguished ladies an honored position is occupied by Miss MARY G. STRACHAN, who for the past four years has been principal of the Warner School Building.

Miss Strachan is of alien birth, having been born in the historic old city of Glasgow, Scotland, but her parents went to Cleveland, Ohio, when she was of tender age, and her education was secured in the public schools of that city. After graduating from the Central High School, she took a Normal Course, was graduated in 1894, and soon afterward was appointed teacher in the Huck school. Three years later she was transferred to the Fullerton school, taught there for two years, and then for two more years in the Broadway Building, when she was promoted to the principalship of the Warner Building.

Miss Strachan is a member of a number of educational organizations, an attendant of the Miles Park Presbyterian Church, and she has filled every position to which she has been called with marked executive ability.



NELSON B. YEARDLEY

Music, that "sweet dissembler," has long been recognized as a valuable auxiliary in our public school system, and its influence may be likened much to the same as the action of oil upon machinery; it relieves strain and makes affairs flow more smoothly and happily.

The popular Supervisor of Music in the Newark schools is PROFESSOR NELSON B. YEARDLEY, a thoroughly accomplished musician and highly competent instructor. This gentleman is a native of Ohio, Zanesville being his birthplace, where he was born on January 25, 1863, son of George W. Yeardley, who was engaged in the cooperage industry in that city, and he was one of a family of four children, of whom but two now survive, our subject and his sister.

Professor Yeardley's early education was obtained in the public schools of Parkersburg, West Virginia, followed by attendance at the State Normal School at Fairmont, West Virginia, on leaving which he entered the Cincinnati College of Music at Cincinnati, Ohio

and most creditably graduated from that institution in 1892. Shortly afterward he began teaching music in the public schools of Parkersburg, and for eight years also conducted concert work. In 1901 he went to Newark, Ohio, and was appointed Supervisor of Music in all the public schools, and he has fulfilled the arduous duties attached to this responsible position with the most substantial results. He also gives private instructions in voice culture, harmony, etc. A notable feature of his school work is his original songs for all grades. "Snow-flakes," one of his primary songs has been sung in nearly every State in the Union.

Professor Yeardley is a member of the Music Teachers' National Association, and was vice-president of that organization in West Virginia for six years prior to coming to Ohio. He also has been its special delegate for Ohio the past three years, and he has exerted a strong, yet beneficent influence in the musical world.



CHARLES SUMNER BARRETT

CHARLES S. BARRETT was born on his father's farm near Cadiz, Harrison County, Ohio. His ancestors were English, having come from Chester County, England, early in the eighteenth century and settled near Philadelphia. His grandfather moved to Eastern Ohio at the beginning of the nineteenth century.

He received his early education in the public school of his native county, and at the age of eighteen entered Hopedale College at Hopedale, Ohio, and graduated from that institution in 1885.

His first experience in teaching was in the country school which he had attended when a boy.

After teaching for a short time in Hopedale College he was elected Principal of the High School at Cadiz, Ohio. He remained at Cadiz for three years and resigned this position to accept the Principalship of the Fifth Avenue School at Columbus, Ohio. He was Prin-

cipal of this school until he was promoted to the Principalship of the New South High School of Columbus, and this position he now holds.

After entering the Columbus schools, Mr. Barrett availed himself of the opportunity of doing graduate work at Ohio State University, giving special attention to Psychology, Philosophy, Pedagogy and History of Education.

He is an educator of studious habits, and has always given his best energies to the work of his profession.

He is a member of the National Teachers' Association, Ohio State Teachers' Association, Central Ohio Teachers' Association, City Teachers' Association and Central Ohio Schoolmasters' Club. He was at one time President of City Teachers' Association, and was the first secretary of Central Ohio Schoolmasters' Club.



PROF. WILLIAM JOHNS

Much of the efficiency of the schools of Massillon is due to the services of the above named, who has been engaged as a public educator in that field of labor for the past fourteen years and, since 1896, has been principal of the Massillon high school, in which capacity his labors have been productive of a vast amount of good.

PROFESSOR WILLIAM JOHNS was born in Prideville, West Virginia, in 1858, son of John Johns, a miner by occupation, and he is largely a self-made man. His earlier education was secured in the public schools of Maryland, and later he took a course of studies in the Williamsport Dickinson Seminary, Williamsport, Pennsylvania, from which he graduated in 1884 with the degree of Bachelor of Science. As a teacher he first took charge

of a school in Cumberland, Allegheny County, Maryland, and after two years' initial service there he went to Mount Savage, Maryland, for a year, and thence to Chester Springs, Pennsylvania, where for two years he assumed charge of the school for soldiers' orphans. From there he went to Massillon, Ohio, as an assistant, performing such satisfactory services that in 1896 he was promoted to the principalship, in which capacity he still ably continues to discharge his duties.

Professor Johns holds membership in the Masonic Order, the Junior Order of American Mechanics, Tribe of Ben Hur, the Ohio Teachers' Reading Circle, and the Methodist Episcopal Church. In 1888 he was united to Miss Virgie L. Dart, and they have an interesting family of three daughters.



PROF. C. J. BIERY

Superintendent of schools at Wauseon, Ohio, was born near North Georgetown, Columbiana County, in 1866. His father, Rev. John Biery, is a minister of the Reformed Church, and now has a pastorate at St. Joseph, Mo. PROFESSOR BIERY first attended school in Youngstown, Ohio, and later was for four years a pupil in a country school. He next became a student in Calvin College, and on completing his studies there entered the Ohio Northern University at Ada, Ohio, from which he was graduated in 1889 with the degree of Bachelor of Science, and later received the degree of Master of Science. He first began teaching in Zaleski, Ohio, as sup-

erintendent, and after three years' service there became superintendent at Oak Harbor, Ohio, remaining there for nine years, when he was elected to his present position, which he has filled to the utmost satisfaction of his pupils, his assistants, and the public.

Professor Biery is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, the Reformed Church, the Knights of Pythias and Knights Templar. In 1890 he was married to Miss Jennie Lyon, and they have three fine children — Marguerite, Rosa, and Leland Calvin Biery.



S. J. WOLFE

The above is one of the best known names among Ohio's prominent educators, and its owner has long and most favorably been known to his colleagues and the public. Mr. Wolfe is largely self-educated and he has had a most extended, valuable experience in the educational world. He was born October 18, 1845, in Pickaway county, Ohio, son of Samuel and Eliza Wolfe, both of whom were natives of Pennsylvania, but had come to Ohio and settled in Pickaway county in 1831, near Circleville. He had a brother, W. H. Wolfe, also a teacher and once principal of the South Building, Lancaster, and a sister, Miss Lizzie M. Wolfe, who also taught school in Fairfield county.

Our subject first attended the rural school of his Pickaway home for twelve years, then for two years was a pupil in a Fairfield county school, and took several summer courses in normal schools. At the age of twenty he began teaching in a Pickaway county district school, serving a year there, and afterward a similar period in Fairfield county, then back again for another year in Pickaway county, and the next two years he served successfully as principal of the grammar schools at Galion and Bucyrus. In 1871 he was appointed prin-

cipal of the North Building in Lancaster, and from that year until the present has been principal of the North and South Buildings alternately. He has a trained corps of assistants, and the number of pupils in attendance average 480.

Mr. Wolfe has been a member of the Fairfield County Board of Examiners since 1896, a member of the Lancaster Board of Examiners the past four years, member of the executive committee of the Fairfield County Teachers' Institute the last twelve years, was for eight years treasurer of the Fairfield County Agricultural Society, and he holds membership in the Masonic order, the Ohio Teachers' Association, the Central Ohio Teachers' Association, the Ohio State Teachers' Association, Fairfield County Teachers' Association, the Presbyterian Church, where he has held the office of Elder for more than fifteen years, and also the Southeastern Ohio Teachers' Association, of which he was Vice-President in 1903. In 1897 Mr. Wolfe was married to Miss Mary Hamilton, an estimable lady, who for a number of years was assistant principal in the Lancaster High School. He is still active in the educational work, relaxing no energy in his chosen profession.



ALVA D. HANNUM

An active part has been taken in the educational world the past score of years by the subject of this notice, and his reputation as a public instructor is permanent and secure.

ALVA D. HANNUM is a native of Ohio's soil, having been born at Long Bottom, this State, March 8, 1868, on the farm owned by his father, William J. Hannum, and he was one of a family of nine children, comprising five boys and four girls. His early education was secured in the district schools of his home county, and subsequently he took a course in the college at Lebanon, Ohio, from which he graduated in 1892. His services as a public teacher were first called into requisition in 1886, when he began teaching in the district school near Long Bottom, continu-

ing there for three years, after which he taught at Portland, Ohio, two years, then principal at Readville, Ohio, three years, and at Toppers' Plains, Ohio, five years, and then for a year he served as superintendent at Grove City. He was honored by a re-election to this position, but tendered his resignation. Two years ago he was appointed superintendent of the schools at Iberia, Ohio, and has since been filling the position to the complete satisfaction of the entire community.

He holds membership in the Ohio Teachers' Reading Circle and the Ohio Federation of Teachers, and is an attendant of the Disciples' Church. In 1893 he was united in marriage to Miss Emma R. Hawley, and they have one child, a boy of ten.



E. A. HOTCHKISS

The magnificent school system of Ohio has long been a source of much pride to her citizens, who recognize in it the greatest factor in the advancement of the commonwealth. Among the progressive teachers of modern ideas in Ohio's legion of public instructors must be included Mr. E. A. Hotchkiss, who is at present the popular and highly efficient superintendent at St. Marys.

This gentleman, who is widely known in educational circles, is a native Ohioan, having been born at Malta, Morgan County, January 4, 1871, his father being Henry Hotchkiss, a successful farmer. His early education was received in the public schools of McConnellsville, Morgan County, which he attended up to 1888, when he entered Wesleyan University at Delaware, Ohio, for a four years' course, graduating therefrom in 1902 with the degree of Bachelor of Science. Mr. Hotchkiss first taught in a district school in Mor-

gan County, and then became teacher in the school at Malta, Ohio, his birthplace. From Malta he went to Tippecanoe City, where he taught for three years, and for the succeeding three years was stationed in Delaware, 1900 to 1902. He was then appointed superintendent at Mechanicsburg, Champaign County, Ohio, serving in that capacity from 1902 to 1904, when he was called to St. Marys as superintendent, and in this newer field of labor is achieving marked success.

Mr. Hotchkiss is a member of a number of educational organizations, among them being the Ohio State Teachers' Association, the Southwestern Ohio Teachers' Association, and the County Association, while he is also interested in the Masonic body, holding membership in Eastern Star lodge. On July 10, 1902, he was married to Miss Margaret Wells, a lady of excellent attainments, and both are most popularly known in social circles.



L. E. YORK

Although now but thirty-five years of age, Mr. YORK has been an active factor in Ohio's pedagogical fraternity for nearly twenty years, having received his first teacher's certificate at the phenomenally youthful age of fifteen, when he taught a winter's term in a Portage county district school. Mr. York is a native Ohioan, born in Portage county, October 2, 1869, on the farm of his parents, J. B. and Anna Margaret York. His father was also a school teacher and our subject received the benefit of his valuable experience in a sound home training. Mr. York's education was a most thorough one. For ten years he attended the district school in Portage county, following his studies with four terms of three months each in Allegheny College, Meadville, Pa., and then taking sixteen terms of three months each in Mount Union College, Alliance, Ohio, graduating from the latter in 1894, with the degree of Bachelor of Science and later received the degree of Master of Philosophy. He also took a course in and graduated from King's School of Oratory, Pittsburgh, Pa., in 1896, and spent a year in a post-graduate course in Clark University, Worcester, Massachusetts.

Mr. York first taught district schools for three terms in Portage county, Ohio, then was in charge of the school in Randolph village for a year, and subsequent positions held by him were as follows: School at Garfield, Mahoning county, Ohio, four years; Superintendent, Newton Falls School, Trumbull county, Ohio, two years; President of and teacher in Duquesne College, Pittsburg, Pa., one year; Superintendent at Kingsville, Ohio, four years, and since 1902, Mr. York has officiated most creditably as superintendent of the Barnesville schools.

Mr. York holds both common and high school state life certificates, was president of the Christy School of Pedagogy at Ashtabula, Ohio, and in September, 1904 was appointed school examiner for Belmont county. Among the organizations of which he is a member are the following: Masonic Order, Independent Order of Foresters, Ohio Teachers' Reading Circle, Ohio State Teachers' Association, Eastern Ohio Teachers' Association, the National Educational Association, and the Methodist Episcopal Church. In 1897, Mr. York was married to Miss Grace May Williams, of Braceville, Ohio, and their union has borne fruit in two promising children.



J. L. SELBY

Since beginning his professional career as a public instructor some fifteen years ago, Mr. SELBY has won encomiums and success that fully entitle him to be classed as one of Ohio's prominent representative school teachers. His work has ever been productive of the most appreciable results.

J. L. Selby was born in Butler county, Ohio, March 30, 1866, son of William Selby, a prosperous farmer of excellent reputation, and his early days were passed amid the scenes incident to a bucolic life. He attended the country schools of his birthplace, and the National Normal University at Lebanon several times previous to 1895 in which year he graduated from the university with the degree of Bachelor of Science. For a few years prior to 1890 he taught in district schools in Darke county. In the latter year he was elected principal of the grammar schools of Greenville, Ohio, and after serving in that capacity for three years he was promoted to the high school as first assistant in which position he served for seven years. In 1900 he was elected principal of the high school, and this position still claims his valuable services.

In the spring of 1900 Mr. Selby was appointed County School Examiner to fill an

unexpired term. After serving the time for which he was appointed he was re-appointed in 1901, for a full term of three years. Mr. Selby's administration as examiner was one of great honor and credit to himself and of great benefit to the schools of his county. By his personal influence, uprightness of character, sound scholarship, and sensible counsel, a very wholesome effect came from his endeavor to place a high standard upon the examinations. The value and popularity of Mr. Selby's services to the cause of education are also shown by the fact that he has served two terms as Vice-president of the Darke County Teachers' Association, two as President, and is now serving his second term as a member of the executive committee. In December, 1904, Mr. Selby received a high school life certificate, having received a common school certificate in December, 1897.

Principal Selby is a member of several educational organizations, and his word and advice are always listened to with interest and attention. On August 31, 1899, he was united in marriage to Miss Mabel Hershey, a lady of admirable mental attainments, and they have a comfortable and cozy home which all their privileged friends are always fond to visit.



DAVID E. BLACK

As an instructor of public schools the above named has had a most successful career, extending over a period now closely approaching a quarter century, and his name and reputation are most favorably known in educational circles.

DAVID E. BLACK was born in Richland County, Ohio, February 14, 1862, son of Hugh H. Black, farmer, and his early education was secured in the country schools of his birthplace. Later he took a course of studies at the Gayley Seminary, Lexington, and afterward entered the Ohio Northern University at Ada, Ohio, from which he graduated in 1885.

Mr. Black's career as a teacher began in 1881, when he took charge of a country school in Richland County. After leaving there he taught for three years in the Marion Normal School, and on the completion of that period

was appointed superintendent at Iberia for two years. Next followed two years in the grammar department at Shelby, Ohio, and then three years at Hayesville as superintendent. The succeeding three years found him superintendent at New Washington, and early in the fall of 1904 he was appointed to the superintendentship at Prairie Depot, his present position, in which he has acquired well deserved success and popularity.

Mr. Black is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association, the Methodist Episcopal Church, and is also affiliated with the Knights of Pythias.

In 1889 Mr. Black was united to Miss Mary Bower, of Morrow County, Ohio, and they have two bright sons, who have been named Dale W. and John H. Black.



B. O. MARTIN

As a public educator the career of B. O. MARTIN, now superintendent at North Baltimore, has been a pleasingly successful one, his promotion continuous and fully earned. He was born in Greenville, Darke county, Ohio, in October, 1867, son of William McGuffey Martin, farmer, who was named for and related to the celebrated William McGuffey, author of McGuffey's Spelling Book and Readers.

Supt. Martin attended the district school up to the age of thirteen when he entered the High School at Greenville, remaining three years. His college education was secured at the Ohio Northern University and afterward at Delaware. Not only is he a student of books but also of men and affairs.

His career as a teacher began at the age of sixteen, in a country school, and later he became principal of the school at Hillgrove, Ohio. In 1894 he was elected principal of the Arcanum High School and in 1897 as super-

intendent at Gettysburg, Ohio, resigning in 1900 to accept the superintendency at Lagrange, which was resigned in July 1901 to accept the position of superintendent at Ash-tabula Harbor, Ohio, which was successfully filled until his election in his present position, July 1904.

Mr. Martin is an active member of the order of Knights of Pythias, of the Northwestern Ohio Teachers' Association, and of the Ohio State Association. He has been a member of the Teachers' Reading Circle for fifteen years, and served for six years on the Darke County Board of School Examiners. He is an advocate of a thorough, practical education and believes in boys.

In 1887 he was married to Miss Anna C. Moist, who has been a very valuable help in his work. Zoe Geraldine, a bright little daughter blesses the home of Mr. and Mrs. Martin.



CHILTON A. PUCKETT

This gentleman has been an active worker in the educational field for upward of twenty years and he is most reputably known to his colleagues and the public.

CHILTON A. PUCKETT was born on the farm of his father, near Bell, Ohio, August 19, 1863, and he received a thorough education in the district schools of his home, and in the high school at Hillsboro, Ohio. His professional career began in 1882, when for two terms he taught district school, No. 2, in Jackson township. The subsequent schools in his charge were as follows: District school, No. 4, Washington township, two years; District school No. 3, Marshall township, two years; District school No. 4, Washington township, three years; District school No. 4, Paint township, one year; Village school at New Petersburg, three years.

Mr. Puckett was appointed principal of schools at Lynchburg, Ohio, and four years later was promoted to the superintendency, which position he has since continued to fill with uninterrupted success.

Mr. Puckett holds both grades of professional state certificates, and is president of the Highland county Board of School Examiners, and of the Quadri-County Teachers' Association, and holds membership in the Ohio Teachers' Reading Circle, the State Teachers' Federation, the Masonic fraternity, and the Modern Woodmen of America.

On November 27, 1884, he was married to Miss Clara E. Ballentine of Berryville, Ohio. To this union were born two children, a son and daughter, of whom the former, George C., alone survives.



SAMUEL M. SARK

For more than a score of years, Mr. SAMUEL M. SARK has been an active factor in Ohio's great public school system, and he is well and most reputably known in the educational world for the excellent work that has been performed by him, and for the enthusiasm he has ever manifested in his vocation. He has held many responsible positions and filled all of them most creditably.

Mr. Sark was born February 11, 1865, in Walnut township, Pickaway county, Ohio. His parents, Isaac and Mary Sark, were natives of Berks county, Pennsylvania. The death of his father in 1872, left him a homeless orphan, and he was "bound out" among strangers in Fairfield county. His first schooling was secured in District School No. 6, Walnut township, Pickaway county, which he attended two years, and he subsequently pursued his studies for two years in Ridge School, Fairfield county. For seven years he attended irregularly about 2 months each year in District School No. 9, Amanda township, Fairfield county; one year in the Mad-

ison township High School of Pickaway county, and law and scientific courses at the Ohio Northern University, from 1886 to 1890, graduating with the degrees of "LL. B." and "B. S.," and in 1893 he had conferred upon him the degree of Master of Science.

Mr. Sark received his first teachers' certificate in 1883, and taught for a year in District School No. 4, Walnut Township, Pickaway county. For the succeeding two years he was in charge of the Huffman school, Washington township, Pickaway county, followed by a year as master of the Van Meter school, Jackson township, Pickaway county. Subsequent schools presided over by Mr. Sark were District School No. 9, Walnut township, Pickaway county, one year; Deer Creek township, Pickaway county, two years; Superintendent of Grover Hill School, Paulding county, one year; Superintendent Lockbourne Schools, Franklin county, one year; Superintendent Harrisburg Schools, Franklin county, two years; School Examiner of Pickaway county from 1889 to 1892, and for the past

ten years he has most ably officiated as Superintendent of the Schools at Derby, Pickaway county.

Mr. Sark is a Past Master in the Masonic organization, holds membership in the order of Odd Fellows and Knights of Pythias, and is a member of the Ohio Teachers' Reading Circle, Pickaway County Teachers' Association, Ohio Teachers' Federation and the Central Ohio Teachers' Association, Association of Teachers of Mathematics and Science. On August 9, 1893, Mr. Sark was united to Miss Mary Belle Thomas, a high school graduate of Derby, Ohio, and three bright children are the fruits of that union.

Mr. Sark was granted a state high school life certificate in 1893. On the lecture platform he shines in "Hannibal the Greatest Military Genius." He is the author of a comprehensive work.

Mr. Sark's studies have by no means been confined to school books. He is a genuine lover of that noble animal, the horse, and he is recognized as an excellent authority on "Breeding the Trotting Horse." The walls of his study room are decorated with pictures of famous horses painted by his excellent wife. Dr. Hollbrook said of him: "He is the most original fellow I ever met."

NETTIE WHEELAND

This lady is achieving an enviable record and reputation as a competent member of the public school teaching corps, and her success shows in unmistakable terms that her selection of a vocation was a most felicitous one. She has ever been a faithful student and her artistic and literary inclinations have had a marked effect upon her pupils and those associated with her.

Miss WHEELAND is a native Ohioan, having been born at Port Washington, where her father, M. J. Wheeland, conducted a flourishing business as a miller. Her education was received in the public schools. For nine years she was a pupil in the common school at Port Washington, and then a four years' course in the High School was taken. In June, 1903, Miss Wheeland received her "first certificate," and began teaching in a country school until the following year, when, removing to New Comerstown, she was assigned to her present incumbency, being given charge of the fourth grade. There are some forty pupils in this department, and under Miss Wheeland's regime excellent discipline is maintained and the progress of the scholars steadily advanced.

Miss Wheeland takes an active interest in all affairs educational. She is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Institute, and she enjoys the esteem of all with whom she has associated.



WHERE GARFIELD TAUGHT SCHOOL



ROBERT S. HARMOUNT

The public school system of the United States has been developed and improved continuously until now it is akin to a state of perfection, as far as human effort can attain that desired end, and it is the greatest factor to-day in the progress and development of the American people. Ohio spends, pro rata, more money than any other Western or Central State in the carrying on and enforcement of her educational system and the results achieved have fully justified the expenditure.

Among the successful public educators of the Buckeye State must be included Mr. ROBERT S. HARMOUNT, the accomplished superintendent of the Spring Valley Schools, who has been an active member of the pedagogical corps for more than fifteen years, and is a thoroughly trained disciplinarian and a most effective teacher, one who obtains *results*.

Mr. Harmount was born in Ross county, Ohio, in 1871, son of Robert Harmount, a prosperous farmer of that region, and was one of a family of four sons and two daughters, all now living with the exception of one girl. He early became a pupil in the country school of his nativity, in which he passed through the elementary grades, and then went to Delaware, continuing his studies there, and

finally "rounding up" his education with a course at the Ohio State University. In 1889 began his professional career, his first charge being District School No. 6, Union township, Ross county, Ohio, and subsequent places taught in by him were, in sequence, District School No. 11, Concord township, District School, No. 6, Deerfield township; District School No. 16, Concord township; thence to Clarksburg, and from the latter charge he came to the superintendency of the Spring Valley schools in 1902, and has continued in this capacity up to the present day, giving the most efficient, satisfactory services, and proving himself an adept in and master of his profession.

Mr. Harmount takes a keen interest in social as well as educational affairs. He is secretary of the Ohio Teachers' Reading Circle for Greene county, an attendant of the Methodist Church, and a member of the Masonic and Odd Fellows' organizations.

In 1897 he was united to Miss Adda Goodbar, who taught several years in the Greenfield public schools, and they have four children, two of either sex, and including twins, a boy and girl, born February 24, 1903, and "both doing well."



A. H. WICKS

The experience as a public instructor that must be accredited to Mr. Wicks extends over a period of twenty years, and it has been of that valuable character that serves to bring out all the best talents in a man, and to make him a teacher whose influence and ability are easily distinguished and felt. He has been successful from the outset and his reputation rests upon a basis at once sound and secure.

Mr. Wicks was born February 12, 1870, at Polk, Ashland county, Ohio, where his father, Henry Wicks, was a leading citizen and politician, having filled several county offices. Our subject in early youth attended the country schools of his home county, then the schools at Ashland, and going thence to Polk, Ohio, entered the high school, from whence he graduated in 1885. Later on he took a course at Baldwin University, Berea, Ohio, graduating from that institution with the degree of Bachelor of Arts. Prior to his graduation in 1895, he attended college at N. O. U., Ada, Ohio, and at Ann Arbor, Michigan.

His career as a teacher began in 1885 when for a year he took charge of a school at Jeromeville, Ohio. Then he was called to Polk, Ohio, where he officiated as principal for two years. Later he was in charge of schools in country districts and then was for three years

superintendent of the schools at Rocky River, a suburb of Cleveland, Ohio. In 1895 he was elected principal of the high school at Clyde, Ohio, and his services proved so valuable and acceptable that five years ago he was promoted to the Superintendency, and still continues in this responsible position. Under his charge, the Clyde Schools have reached a high degree of efficiency.

Mr. Wicks has served as president of the Sandusky County Teachers' Association, and is now a member of the executive committee of that organization. He is a past master of Monticello Lodge, No. 244 F. & A. M., a member of Clyde Chapter, No. 90 R. A., and the present Regent in the Royal Arcanum of Clyde, and holds membership in the Ohio Teachers' Reading Circle, the National Educational Association, the Northwestern Ohio Teachers' Association, and the Ohio State Teachers' Association. He also takes a keen interest in military affairs and is the popular captain of Company I, Sixth Infantry, Ohio National Guards.

In 1897, Mr. Wicks was married to Miss Nellie Hutchins, a popular teacher and daughter of a leading physician of Clyde, Ohio, and they have two sons.



JAMES FINLEY YOUNG

JAMES FINLEY YOUNG was born in Noble county, Ohio, January 24, 1863. His father, Henry J. Young, was one of Ohio's earliest settlers, having come to Ohio from Rhode Island in 1825. He was a farmer by vocation, but also became a merchant and minister. His mother was a native of Wellsburg, Virginia, who, with her parents also came to Ohio in 1825.

Our subject received his early education in the country schools of Noble county, his first teacher being Hon. L. D. Brown, who afterward became school commissioner of Ohio. Later he attended several normal schools, then entered Mount Union College in 1881, and after a course there, entered the Ohio Normal University from which he graduated in 1889.

Immediately after graduation he was employed to superintend the public schools of Danbury, Iowa, where he remained until called home by the death of his father in 1890.

After five years of agricultural life, he went to Wood county, Ohio, and taught school there for five years.

Next Genoa, Ohio, claimed his services as superintendent for three years or up to 1905, when he was elected superintendent at Gibsonburg, Ohio, his present position.

Mr. Young is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association and the Ohio State Teachers' Association, also the Knights of Pythias. In 1890 he was married to Miss Sarah J. Caley, of Cleveland, Ohio. They have one child, a bright boy, who bears the euphonious name of Clarence Young.

This gentleman began his career as teacher when but sixteen years of age, and has had most thorough and valuable experience as a public instructor. He enjoys a wide acquaintance in educational circles, and is popularly known to his colleagues, his pupils and the public generally.



W. E. KERSHNER

MR. KERSHNER has had a successful career as a public school worker, and all his promotions have been fairly earned. He is an Ohioan by birth, having been born in Darke County in 1868, son of F. M. Kershner, a contractor and builder, and Sarah Ginn Kershner. His family moved to Auglaize County during his boyhood and his early education was secured in the country schools of that county. Thence he went to the New Bremen High School and afterward to the N. N. U. at Lebanon, Ohio.

He began his work as a teacher in the country schools of Auglaize County in 1887, and after this initial experience, went to the St. Marys High School as assistant principal. His next promotion was superintendent of schools of Mendon and Union Townships, Mercer County, a position which he filled for five years. While here, Mr. Kershner took an

active part in all the movements to improve the country schools and his work as a township superintendent received many favorable comments in educational circles.

In 1898 he was elected at Prairie Depot, Ohio, and held this position for six years. In 1904 he resigned this position to accept the superintendency of the schools at Columbus Grove, Ohio.

Mr. Kershner has always taken a prominent and active part in all the educational associations of the county and state, and is now secretary of the Ohio Teachers' Federation. Socially he is a member of the Knights of Pythias, the Odd Fellows, and the Masons. He is a member of the Baptist Church. In 1894 he was married to Miss Mary E. Barrington, and they have a charming little daughter, Helen, now nine years of age.

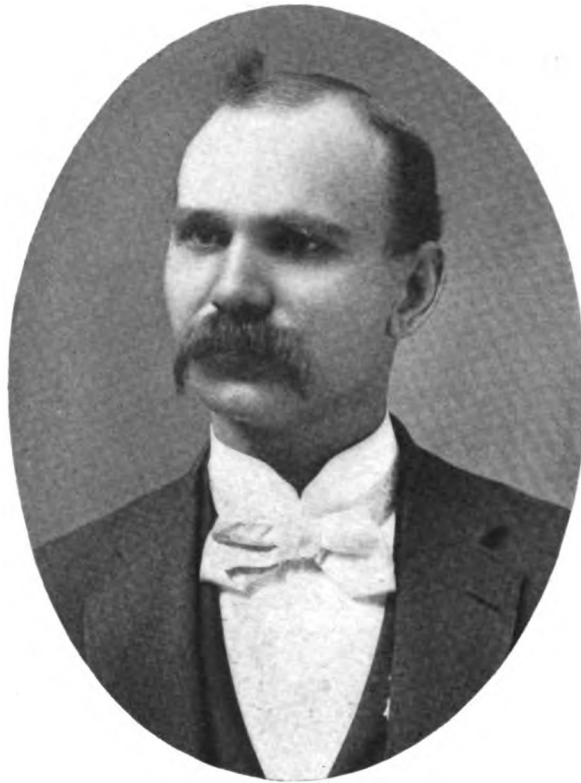


D. J. SCHURR, B. S. AND A. B.

The ample experiences of this gentleman as a teacher have made his services as a public educator most valuable and in uninterrupted demand. In every position to which he has been called he has most fully demonstrated his ability and peculiar fitness for the profession to which he is devoting his life energies. Mr. Schurr is the son of one of Ohio's early pioneers, George Schurr, who came from Germany to the United States in 1828, and settled in this State shortly after his arrival. He is still living, and in July, 1905, will have attained his eighty-second birthday. Our subject's mother, Elizabeth Schurr, a native of Ohio, died in 1900. D. J. Schurr was born in 1866, in Madison county, Ohio, the youngest of a family of ten children, and attended the district school of that county up to his sixteenth year, when, two years later, he began teaching in country schools, continuing in that capacity for eight years. He was then elected Superintendent of schools at Sedalia, Ohio, served for a year, and then studied for a term at the Ada Normal School. His next charge was as superintendent of the South Solon schools for seven years, and four years ago he

accepted his present position as superintendent of the schools at Plain City, Ohio. Mr. Schurr augmented his education by a course at Ada, from which he was graduated in 1897, with the degree of Bachelor of Science, and immediately began work on the classical course at Wittenberg College, improving his leisure hours through the year under direct instruction from the faculty and spending his vacations at Wittenberg. He was graduated with the class of 1905, receiving the degree of Bachelor of Arts.

In his present incumbency he has achieved marked success, the schools under his leadership now being in an admirably efficient condition. Mr. Schurr has been elected three times as President of the Madison County Teachers' Association and is at present serving as a member of the Executive Committee. He is now serving his third term as a member of the Board of School Examiners of Madison county. Mr. Schurr is also a member of the National Educational Association, the Central Ohio Teachers' Association, and the Ohio Teachers' Reading Circle. He also holds membership in the Masonic order and the Knights of Pythias, uniform rank.



WILLIAM H. RICHARDSON

It is now some twenty years since the above named entered the arena as a public instructor and during that period his career has been one of uninterrupted success. In every place where his services have been enlisted he has won the regard of pupils and parents, and the reputation of being one of the most thorough teachers the schools had ever had.

WILLIAM H. RICHARDSON was born at Custer, Ohio, January 6, 1866, son of William H. Richardson, a stone cutter by occupation. His early education was received in the district schools and later he became a pupil in the schools at Bowling Green, Ohio, graduating from the High School of that town in 1885. Soon after he was appointed a teacher there and after a year's service taught for the succeeding four years in the adjacent villages. Then he was called to Grand Rapids, Ohio, to become superintendent of schools for three years. His next incumbency was as

superintendent at Holgate, Ohio, for six years. Six years ago he was elected superintendent at Woodville, Ohio, which position he still occupies.

Although busy at his profession Mr. Richardson found time to study a college course and Defiance College conferred upon him the degree of Bachelor of Philosophy. He has also successfully passed the examinations of the Ohio State Board of Examiners and has been granted both Common School and High School Life Certificates. He is interested in fraternal organizations, holding membership in Masonic Bodies and the Independent Order of Odd Fellows, and is also a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, and the Ohio State Teachers' Association. In 1891 he was married to Miss Effie T. Munn, who was a successful teacher, and they have had two bright children to bless their union, a son and a daughter.



JOHN W JONES

In 1829 the Institution for the Education of the Deaf and Dumb was established in Ohio, and located in Columbus, according to act of legislature, passed in 1827. To-day this Institution is one of the finest and most complete in the world and has been a source of blessing to thousands.

The present superintendent of the Institution is Mr. JOHN W. JONES, who has occupied this office for the past ten years, and under whose administration the highest degree of efficiency has been maintained. Mr. Jones is a native Buckeye, having been born in Adams County, Ohio, and his early life was spent on the farm of his parents, Samuel and Sophia (Clark) Jones. His education was obtained in the country schools of Adams County, by a course in the National Normal University, Lebanon, Ohio, from which he was graduated in 1885, a post-graduate course in the Ohio University at Athens and by private study. In 1888 he was granted a High School Life Certificate by the Ohio State Board of School Examiners. In 1902 he received an honorary Master's degree in recognition of his work for the deaf from Gallaudet College, Washington, D. C., the only college for the deaf in the world.

Mr. Jones taught in country schools

from 1878-1883. He was principal at Racine, Ohio, 1883-1884, going from there to the Lebanon Normal School. He was elected superintendent at Manchester, Ohio, in 1885 and retained this position until 1895, when he resigned to accept his present position. During this ten years he conducted summer normal schools and lectured before Teachers' County Institutes. In 1895 he was offered and accepted the superintendency of the Deaf and Dumb institution at Columbus, resigning the superintendency at Manchester.

Mr. Jones is a member of the National Educational Association, the State Teachers' Association, the Presbyterian Church and the order of Free Masons.

He served on the International Jury of Awards in the department of Education at the Louisiana Purchase Exposition, St. Louis, Mo., 1905. In this capacity he was one of a jury of eighteen, nine Americans and nine foreigners, to sit in judgment on the merits of the educational exhibits of the world.

In 1885 he was married to Miss Cora A. McPherson, and they have had a family of four daughters, the youngest of whom is deceased.

His father served as a soldier in the Civil War.



EDWARD L. McCUNE

The above named gentleman was born at Columbus, Ohio, March 27, 1855, and has resided there continuously since. He is the son of Jonas M. McCune, a retired hardware merchant, and Catherine L. McCune, the latter now deceased. He received his education in the public schools of Columbus, completing the same in the University of the South, Sewanee, Tenn. He has long taken an active interest in educational affairs, has been a member of the Columbus Board of Education for the past five years, two of which he served

as its president, and in the fall of 1904 was elected a member at large of the same, entering upon the duties of that office in January, 1905. He was admitted to practice law in Ohio in 1877, but is now employed by the Pennsylvania Company in the capacity of Division Claim Agent. Mr. McCune is a member of the Presbyterian Church and of the Masonic Order. In 1876 he was married to Miss Eva E. Black, and they have had six children, of whom three daughters and two sons survive.



JOHN L. TRAUGER

MEMBER THE COLUMBUS BOARD OF EDUCATION

JOHN L. TRAUGER was born September 5, 1847, in Westmoreland County, Pennsylvania, his mother, Anna (Rumbaugh) Trauger, being descended from one of the oldest pioneer families in that State, and his father, George Trauger also of an old family, was a farmer and miller combined. This worthy couple have long since passed away to their reward.

Our subject attended the public schools of his home district, and then studied for seven years in the old Seweckley Academy, an institution where they prepared one for any pursuit in life. From the age of 16 to 20 he taught country schools, and also taught in Seweckley Academy the last year of his stay there. In 1866 he went to Columbus, Ohio, and entered the Capital University, then located on the present site of the Park Hotel, for a thorough college course. Graduating in 1870 he returned to Westmoreland County, Pennsylvania, and taught for a year in high school. Returning to Columbus he took a theological course in the Lutheran Seminary, of the Capital University, graduating in 1873, and, entering the ministry the same year; he accepted a call from St. John's Lutheran Church, Petersburg, Mahoning County, Ohio, where he officiated up to 1880. In the latter year he resigned and accepted the offer to be-

come manager of the Lutheran Book Concern, of Columbus, and continued in that capacity for nineteen years. He then became manager of the Daily Westbote, an influential German paper of the capital city, and remained such until 1902, when the Westbote was consolidated with the Express. Mr. Trauger is now editor of the Semi-weekly Westbote. In 1902 he organized the John L. Trauger Printing Company of which he acts as general manager, and with a well equipped plant the company is prepared to execute first class printing of all kinds.

Mr. Trauger was a member of the Columbus City Council from 1885 to 1893, being elected from the First Ward, later the Second Ward, and now the First Ward again. For the past eleven years he has served on the City Board of School Examiners, and is still a valued member of that body. In November, 1904, he was elected a member of the Board of Education from the First Ward, and entered upon the duties of that office in January, 1905.

On September 20, 1877, Mr. Trauger was married to Miss Mary E. Smith, a lady of attainments, and they have three talented daughters, Clara, Bertha and Anna Trauger, all of whom are now engaged as teachers in the public schools of Columbus.



WILLIAM NELSON KELLER

Beside being one of the prominent business men of Ohio's capital city, the above named has ever manifested an active interest in public schools, and has done much to promote and elevate the cause of education.

WILLIAM NELSON KELLER was born in Bloomfield, Jefferson County, Ohio, July 17, 1865, son of Edwin J. Keller, a miller by vocation, still living, and Mary (Nelson) Keller, now deceased. He must be included in that great roster of Ohio's self-made men, as to his own commendable industry and perseverance are due the success to which he has attained. In his early youth he was a pupil in the public schools of Steubenville, Ohio, and as a young man began his career as an apprentice in a printing office in that city. Acquiring a thorough knowledge of the trade he worked for ten years in Steubenville as a compositor, when, with a partner, Mr. W. G. Scott, they purchased the Westerville Public Opinion, and conducted that journal successfully for a number of years. From Westerville Mr. Keller went to Columbus,

Ohio, and became interested in the job printing industry there. In 1900 he was elected president of the New Franklin Printing Company, whose admirably equipped plant is at Nos. 65 to 69 East Gay street. The company execute high grade half-tone, catalogue and commercial printing of all kinds; in half-tone work particularly they are unapproached by any other house in Ohio. Of a recent splendid specimen of their handicraft that authority, Charles Austin Bates, in Current Advertising, has the following to say of a 50,000 catalogue edition printed by them: "The B. F. Goodrich Company, of Akron, Ohio, has published a catalogue of the Palmer Tires, which deserves highest praise. It bears the imprint of the New Franklin Company, of Columbus, Ohio. It is illustrated by half-tone pictures showing interior scenes in the Goodrich workshops, technical details and allegorical pictures very handsomely executed and engraved and printed in a perfect manner."

Mr. Keller is a valued member of the Columbus Board of Education, to which he

was first elected, in the spring of 1899, from the old Ninth Ward, and has served continuously since. On November 8, 1904, he was elected from the Fourth Ward for a term of four years, and entered upon its duties January 2, 1905. He also takes great interest in church work, and is the esteemed superintendent of the Mount Vernon Avenue Methodist Episcopal Sunday School. On November

28, 1888, Mr. Keller was united in marriage to Miss Alice J. Baker, daughter of the Rev. T. J. Baker, retired Methodist minister of the East Ohio Conference, and they reside in a pleasant home in the capital city. Mr. Keller is a member of the Columbus Board of Trade, a director in the Lincoln Savings Bank and vice-president of the Fidelity Building, Loan and Savings Company.

PROFESSOR J. A. WILCOX

At three o'clock, Thursday morning, March 2, 1905, died at his home in Columbus, Ohio, PROFESSOR J. A. WILCOX, one of Ohio's greatest public educators, and the leading specialist of the State in his line—mathematics. Not alone was he great in mathematics, but as a general instructor he was unparalleled. As the college inspector of the Ohio State University stated in his report of 1904, "no pupil of Professor Wilcox had to pass examination in order to enter the university." In fact, Professor Wilcox was acknowledged as being the most painstaking instructor of youth inclined to learning and to carefully prepare them for which individual line they cared to follow. To this were his life energies devoted, and to this cause alone, probably, was his early demise the result. Counter attractions, in various lines, were held out to him, but, inwardly, he felt that he had a mission to perform, to sacrifice all worldly interests, and to do good for good's sake, for the uplifting of humanity, and for the production of good citizens and citizenship. In this idea he was encouraged by his noble wife, and to her untiring efforts, much of his success was due. But, too enthusiastic in his work, he overdone himself in the public service, encountered disease thereby, and died a martyr to the cause he loved so well. All the principal instructors in Ohio knew him personally, and as a warm, genial, valuable friend.

J. A. Wilcox was born in Sunbury, Ohio, December 28, 1850, son of Crandall and Mary Wilcox, who had moved to that village from Pennsylvania. His father was a dry goods merchant and also at one time a hotel keeper. Both parents died when he was a mere child and he was thus thrown upon his own resources. Remarkable it is to state, that at the age of thirteen he was unable even to write; still more remarkable that at the age of eighteen, having overcome serious obstacles by self study, he became teacher of a public school. It was this indomitable will to succeed in life that ever later dominated his career, and undoubtedly hastened his death. He had a smattering of public school education, and some years later took a course in the Ohio Wesleyan University, from which he was graduated with the degree of Bachelor of Science. Later he was granted a high school life certificate from former State School Commissioner Corson.

Professor Wilcox first began teaching at Marlboro, Ohio, and went thence to Casey, Illinois. Returning to Ohio he officiated as superintendent of schools at Hilliards for two years, and then became prescription clerk in Gardner's Pharmacy, a formerly well known drug store, then opposite the State House, on High street, Columbus, Ohio, where he remained for a year and a half. Again turning to school work he became superintendent of schools at Blommingburg, Ohio, for three years, and went thence to Bainbridge for seven years. From the latter place he went to Groveport, Ohio, as superintendent, and after five years' service there was called to Columbus to become head of the department of mathematics of the Central High School, and most ably officered this position up to within a few short weeks of his death. At one time, while a rural school teacher in Franklin county, 35 of his pupils were themselves teaching in said county, earning their way to a farther education under his beneficent influence. He was probably the greatest teacher of mathematics that Franklin county ever saw. He has given instructions in this science to graduates for the army, naval and civil service. He was secretary of the Ohio Teachers' Reading Circle for several years, clerk of the Franklin County Board of Examiners for some years, and President of the Franklin County Institute. Professor Wilcox was prominent in the Masonic Order, having attained the 32d degree. As a testimonial of the high regard in which he was held he was presented, on his retirement from the Franklin County Board of Examiners, by the teachers of Franklin county, with a magnificent ring, emblematic of the 32d degree, and this is now one of his widow's most valued relics. He and his intimate friend, Judge Tod B. Galloway, instituted the free traveling libraries in the public schools of Franklin county.

On August 24, 1883, Professor Wilcox was married to Miss Mollie Mackey, of Sedalia, Ohio, a daughter of Rev. Isaac Mackey, and a lady most estimably known in society. The relatives of Professor Wilcox, residing in Columbus are Mrs. D. F. Jacoby, wife of a prominent physician; Cornelius Wilcox, a brother and retired business man; McAllister Wilcox, attorney, a nephew; Mrs. Clyde Crane, a niece, and Miss Carrie Cook, niece.



L. A. PARRISH

The greatest factor in the progress and development of the American people is the public school, a statement that cannot be successfully gainsaid by anybody, and in no country in the world are such lavish expenditures made in the cause of education as are shown in the great American Republic. That this outlay is a profitable investment is exhibited in the marked intelligence of our citizens, and their inventive progressiveness in all fields of enterprise and endeavor. The subject of this sketch has ever taken an active interest in promoting the cause of education, and the progress of the coming generation, and his highest reward has been to see the advancement of the race.

LAWRENCE A. PARRISH is of Ohio birth, having been born near Dresden, Muskingum county, February 5, 1860. His father, James Parrish, a mill engineer by vocation, was one of those patriots to early enter the Union army at the outbreak of the Civil War, and as the result of illness caused by trials and exposure in the field, he died in the military hospital at Nashville, Tennessee, shortly after the battle of Franklin. Our subject, left to a widowed mother's care, early attended the district schools of Coshocton county, showing a rare aptitude for learning, and on completing the studies offered there, he took an aca-

demic course under Professor James Burrier, a noted instructor, in the high school at Hanover, Ohio. Then, at the age of eighteen, Mr. Parrish entered Ohio's noble army of public instructors himself and for the succeeding ten years was a teacher in the district schools of Licking and Coshocton counties, Ohio. Journalism ever having been attractive to him he resigned from pedagogy to become one of the proprietors and publishers of the Coshocton Age, then a semi-weekly, but now a daily publication. At the expiration of three years, his colleagues having entered upon the production of advertising novelties, he went on the road as their representative, continuing in that capacity with much success for five years. To-day the Meek & Beach Company, of Coshocton, in whose interests he labored, are the most extensive manufacturers and publishers of advertising novelties in the entire world.

Mr. Parrish resigned as a "knight of the road," to become a reporter and later telegraph editor on the Ohio State Journal, Columbus, Ohio, and was on the staff of that paper for eight years. While there he received the appointment of Inspector of Police, Columbus, but, after serving two months in this capacity, the office was abolished, Mr. Parrish himself being one to advocate its abol-

ishment. Leaving the Journal four years ago, he was appointed on the staff of the Press-Post, Columbus, and has since been doing general reportorial work on that popular paper.

On November 8, 1904, Mr. Parrish was elected member at large on the Columbus Board of Education, entering upon his duties January 2, 1905. He takes great interest and is prominently active in labor matters, and has done valuable services in behalf of working-men's organizations. He is a member of Newspaper Writers' Union No. 2, Columbus, and a delegate from that body to the Trades and Labor Assembly. The International Typographical Union at their last international convention, held at Washington, D. C.,

August, 1904, appointed him international organizer. He is secretary of the Columbus Anti-Compulsory Vaccination Association, of which Dr. C. S. Carr, the noted public speaker and writer is president, and gives full support to all measures advocated for the public good.

On July 6, 1884, Mr. Parrish was united to Miss Emily E. Trego, of Coshocton county, Ohio, and they have a family of four bright children, two girls and two boys. Of these Miss Zona G. Parrish is now a student at the Ohio State University, Crowell and Albert Parrish are attending high school, and the youngest, Lillian, is a pupil in the graded schools.



ENOS V. GORRELL
SUPERINTENDENT OF SCHOOLS, SHREVE, OHIO



J. CLIFTON BROWN

This gentleman is a member of the new Board of Education of Columbus, elected November 8, 1904, from the Eleventh Ward with a splendid majority. He has ever taken an active interest in matters educational, and is admirably qualified to give most satisfactory services as a member of the board.

MR. BROWN is a native of Ohio, having been born in Hocking county in January, 1869, his parents being Joseph H. and Margaret R. Brown, who were among the most prominent and estimable of the country's older settlers. They were Pennsylvanians and came to Ohio in 1847. They were married in 1826 and were permitted to travel life's journey together for 58 years. The family was a large one, comprising ten children, five boys and five girls, J. Clifton being the youngest of the ten. Of these, four daughters and three sons survive.

The subject of this sketch, Mr. J. Clifton Brown, received his primary education in the district school, later attending the public schools at Logan, after which he attended the Zanesville Business and Commercial College

of Zanesville, Ohio, graduating from that institution. Professor F. E. Strough, formerly president of Rochester University, was president of the Zanesville Business and Commercial College at the time Mr. Brown was a student.

For a number of years Mr. Brown was engaged in this profession, first teaching in the college from which he graduated, later principal of the business college at Marion and The Chillicothe Business College. Going to Columbus at the expiration of his engagement at Chillicothe, he became bookkeeper for a large manufacturing establishment, acting in that capacity for three years, when he assumed charge of the bookkeeping department of The Columbus Central Railway Company, and continued at the head of that department until in 1899 when The Columbus Railway Company was organized, bought and consolidated all the street car interests of the city of Columbus, i. e., The Columbus Central Railway Company and The Columbus Street Railway Company, and Mr. Brown was given charge of the stock transfer department. In

1903 The Columbus Railway and Light Company was incorporated, which leased for a period of fifty years The Columbus Railway Company and The Columbus Edison Company, and Mr. Brown was continued in charge of the stock transfer department of The Columbus Railway Company and also assumed charge of the stock transfer department of The Columbus Railway and Light Company. .

Mr. Brown has been a member of different Masonic bodies of Columbus for a number of years, and has been a life long adherent of the Republican party.

In 1894 he was married to Miss Jeanette Caverly, youngest daughter of Mr. and Mrs. I. S. Caverly of Forest, Ohio, and they reside in a pleasant home at No. 442 West First Avenue, Columbus, Ohio.



OHIO COMPANY'S LAND OFFICE AT MARIETTA
Built 1788
Oldest House in the State of Ohio



CHARLES H. SMITH

Among the best known of the reputable business men of Columbus, Ohio, is Mr. CHARLES H. SMITH, the manufacturing jeweler. Not only is he well known in his line of business, but also as a thoroughly public spirited citizen, who has always had the best interests of the community at heart. Especially in educational matters has he shown his interest by aiding in the development of the community of which he is a member.

Mr. Smith was born in Fike county, Ohio, January 16, 1858 son of the Rev. Nathaniel J. Smith and Hannah (Oney) Smith. The Rev. Mr. Smith was an itinerant minister of the United Brethren Church — one who was quite prominent in his day in the school room as well as the pulpit.

His father's profession necessitated much traveling and so our subject who accompanied him secured his earlier education in the public schools of whatever section his parents might be located. Thus he attended school in twelve different counties of Ohio. When nineteen years of age he entered Otterbein

University at Westerville, Ohio, studying there for one year. Leaving the University in 1880 he went to Columbus and learned his present trade. In 1887 he established business independently and has continued the same successfully down to the present time.

In the spring of 1901 Mr. Smith was nominated as candidate for the position of member of the Board of Education to represent the old 19th ward, was elected by a handsome majority and performed such excellent service that in November, 1904 he was renominated from the new 12th ward and re-elected without opposition. He began his services on the present board in January, 1905, and is one of the most valued members of that municipal organization. Mr. Smith is a member of the Presbyterian Church, Odd Fellows, and prominent in the various Masonic bodies of his city.

On May 28, 1885, he was married to Miss Ida Huddleson, an estimable lady of Columbus, Ohio, and as a result they have a happy family of four children comprising three boys and one girl.



CHARLES S. MEANS, M. D.

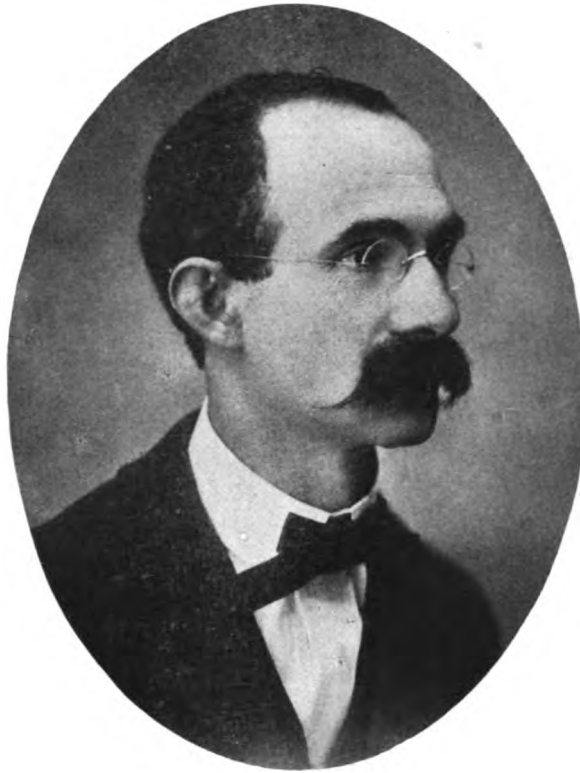
Member of the present Board of Education in Columbus, Ohio, and a prominently known physician, was born at Valier, Pennsylvania, in 1865.

His father, Joseph Means, carpenter and builder, and mother, Margaret Sutter, are both deceased. The family comprised two daughters and four sons, and all have, at various time, been public school teachers. Of the sons three are now physicians, one located at Troy, Ohio, the others at Columbus, while the fourth son is an attorney.

All have attended the Lebanon Normal College, at Lebanon, Ohio. Their father, Joseph Means, served with distinction for three years and four months, with the 105th Pennsylvania Infantry, was wounded in the Seven Days' Battle, also at Fair Oak, and took part in the Peninsular campaign under McClellan. Our subject was first a pupil in the country schools of Valier, his birthplace, and later attended the Normal School at Corvode, Pennsylvania. Thence he went to the Normal School at Ada, and was graduated in 1889. He then began the study of medicine,

in the Columbus Medical College, graduating in 1891, and next followed a course in the Hahnemann Medical College at Philadelphia, and graduation in 1892. Dr. Means then took a post-graduate course in New York, graduating in 1893; thus he is a graduate of both the old and the new schools of medicine. He also served as resident physician to Manhattan Eye and Ear Hospital in New York during 1893. Dr. Means is at present Assistant professor of the eye, nose and throat, in the Ohio Medical University, chief of Dispensary Staff, and also a member of the Staff of the Protestant Hospital. This is his second term in the school board when completed, it will make seven years of continuous service on the board from the 10th ward. Since establishing practice in Columbus he has made a specialty of Eye, Ear and Nose, diseases in which he has met with signal success. Dr. Means is a member of the Knights of Pythias, and the Order of Elks, No. 37, Columbus.

In 1894, he was married to Miss Evaline Garrett, and they have three children, a son nine years old, and two daughters, aged seven and four respectively.



SAMUEL EICHENBAUM

The universal consideration with which education is regarded in the United States is the fulcrum that has been the means of raising the school system to its present high status, which is recognized the best and most efficient in the world. Our citizens are at all times ready to give up time to devote themselves to foresting the public school system, and are because of this unselfish spirit worth of all encomiums that might be bestowed upon them.

One of the most public spirited citizens of Corning, Mr. Samuel Eichenbaum has long taken an active interest in affairs educational, and for the past dozen years has been at the head of the Corning Board of Education, whose affairs he has directed with marked executive ability.

Mr. Eichenbaum like so many of our best citizens of foreign birth, was born in Germany, the date being October, 1853, and his father, Isaac Eichenbaum, was a merchant in that country. In 1870 he left the Fatherland for New York, remaining there until 1873, when

he moved to Cincinnati, and in the year following removed to Perry county, Ohio. Here, with the benefit of previous experience in Cincinnati to guide him, Mr. Eichenbaum established a dry goods emporium, and this he has conducted with uninterrupted success from the outset.

He conducted the school administration on the same principle as his private business, never believed in making changes in his employes as long as they done their duty, likewise with teachers, he believes in keeping a good teacher if the salaries have to be raised, and suspense with poor ones as quick as possible. He believes that politics should be forever removed from the schools.

Mr. Eichenbaum was elected a member of the Board of Education fifteen years ago, and for twelve years has been its honored president. He is also prominent in fraternal circles, being a 32d degree Mason, and he commands the esteem and confidence of all his fellow citizens.



C. L. WILLIAMS

The superintendent and principal at Shawnee, has performed over thirty years' service as a public school educator. He was born in Morgan county, Ohio, in 1856, son of Col. William B. Williams, carpenter and farmer, and received his education in the common schools and at the National Normal University at Lebanon, Ohio. He first began teaching in a country school in Morgan county, Ohio, continuing there for seven years, when he was elected principal and superintendent at New Straitsville, Ohio, and held that incumbency for thirteen years. Ten years ago he was elected principal and super-

intendent at Shawnee, Ohio, and he still continues to most efficiently discharge the duties of this office.

Mr. WILLIAMS was county examiner of Perry county from 1893 to 1899. He is a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Masonic Order, the Independent Order of Odd Fellows, and the Christian Church.

In 1876 he was married to Miss Viretta Hickerson, and they have eight children, six sons and two daughters, all of whom are living.



MOORE & BROCK

In the great educational system as exemplified in the public schools of the United States—the most effective school system in the world—music has been found to be a most important auxiliary to the efficient prosecution of their studies on the part of the pupils. The musical exercises act as a tonic to the spirits of the scholars, are a relief to brain tension, and from physiological standpoint have a most happy reactionary effect upon the human system. As an aid to elocution the value of musical lessons cannot be over-estimated; both vocal and instrumental music serve a most useful end. Therefore, in this history of "Education in Ohio," music must be accorded its full need of recognition and praise. In Ohio's Capital City—Columbus—are musical establishments that will vie in equipment and excellence with those to be found in any other part of the United States, and a model house of the kind is the musical emporium of Messrs Moore & Brock, situated at No. 172 South High street. The firm enjoys an enviable reputation for the superiority of the merchandise handled, as well as for the equitable, straightforward treatment accorded all patrons. Their trade operations are not confined to local dealings, but extend all throughout the commonwealth of Ohio and adjacent sections. Messrs Moore & Brock are agents for a number of famous makes in pianos, chief among them being the Julius Bauer, Chickering Bros., Burdett, Boston,

Smith & Barnes, Schiller, Strohber, Story & Clarke, Melville, Clarke, Bachman, Willard, Brinkerhoff, Mathusek and the Hoffman, and they also hold the agency for the Boston and Edna organs.

For business purposes the firm occupy a spacious three-story and basement building, handsomely and conveniently appointed throughout, and completely stocked with pianos, organs, brass, reed and stringed instruments, book and sheet music, and miscellaneous musical merchandise of every description. The sheet music and musical merchandise departments are most efficiently presided over by Mrs. Moore, and a leading specialty is made of publishing music in sheet form for composers.

Both a wholesale and retail trade is carried on and all orders are supplied upon the most equitable terms. School teachers and their pupils will find this a most reliable and satisfactory house to have dealings with.

The members of the firm, Messrs G. W. Moore and R. S. Brock, are native Ohioans, Mr. Moore having been born in Roseville, Muskingum county, and Mr. Brock was born in Jackson county, Ohio, and they have had extended experience in catering to the wants of the public in their present line. Their establishment is thoroughly up-to-date in all its departments, and it well deserves the excellent reputation it maintains in the musical world.



EDWARD DODSON ROBERTS

Has the unique honor of being the youngest school principal in Cincinnati. He was born in that city in 1877, son of Henry Clay Roberts, merchant, still living, and Amelia D. Roberts. Educated in the public schools of Cincinnati, he graduated from the Hughes High School in 1896, and took his degree at the University of Cincinnati, graduating with Phi Beta Kappa honors in 1899.

His first pedagogical experience was in the fourth intermediate and the night High Schools. He was next located in the Third Intermediate school. Later he was appointed first English assistant of the Whittier School,

held that position for three years, and then was appointed to his present office. This promotion was made a year ago and was a most felicitous one, as Mr. Roberts' school is now splendidly conditioned, and working out all the possibilities.

Mr. Roberts is a member of the Masonic order, an elder in the Presbyterian Church, and an active member of the National Educational Association, and the Religious Educators' Association, as well as of the principal local educational associations. The tact and usefulness already exercised by him predicate a most promising future.



HERMAN H. RASCHIG

Principal of the Tenth District school, Cincinnati, is one of the oldest educators in the public service, having been engaged therein for almost half a century. He was born in 1841, in Cincinnati, son of Francis Maurice and Catherine Raschig, the former a well-known Lutheran minister whose father was also a minister, and whose grandfather was "Hofprediger" in Dresden, Saxony. He received his education in the Tenth District school, and the Woodward High School, also taking a post-graduate course and graduating from the first Normal School established in Cincinnati, under the direction of H. H. Barney. He began teaching in 1858, in the Ninth District school, remaining there up to 1863,

and his subsequent engagements were as follows: Fifth District school, 1863-4; Woodward High School, six months; assistant principal the Tenth District school, one year; Principal of the latter school, 1865-7; teacher of German in the Hughes High School, 1867-1872; teacher of German in the Woodward and Hughes high schools one year; principal of the Tenth District school, from 1874 up to the present time.

Mr. Raschig is a member of Ohio Teachers' Reading Circle and the National Educational Association.

In 1877 he was married to Miss Alice Rollwagen, and they have a fine family of two sons and two daughters.



FRED MURLIN YOUMANS

Principal of the Salmon P. Chase school was born in Lyons, Iowa, January 29, 1858, son of Morgan G. Youmans, who had recently moved there from Ohio. His ancestry includes strains of Dutch, English, Scotch, Welsh and Irish, making it typically American. The last of these ancestors to come to America was Morgan Gwilym, great-grandfather of our subject, who came from Wales in 1795 and was successively, one of the first workers in iron west of the Allegheny mountains, pilot on Ohio river flat boats, and pioneer settler of the famous Welsh settlement of Paddy's Run, Butler county, Ohio, where still stands the brick house he erected a century ago.

Our subject's first education was received in the country schools in Butler county, Ohio, and afterwards he attended and graduated from the Cincinnati public schools and Hughes High School. He attended a two years' course in the Ohio Medical School, and graduated from the Cincinnati Law School in 1883. His higher academic and pedagogic training has been carried on at the Chicago and Cincinnati Universities.

Mr. YOUMANS taught school in Boone county, Kentucky two years and then in order, the Eleventh District School, Cincinnati, one year; the Third Intermediate School, eight years, the Sixteenth District and Intermediate, one year. He was then appointed principal of the Thirtieth District and Intermediate School where he remained for twelve years and whence he was transferred to the Salmon P. Chase School in 1902.

He is a man of advanced ideas and pronounced views and has made his work show the result of his influence.

Mr. Youmans is an active member of the National Educational Association, the National Geographic Society, the Southwestern Ohio Teachers' Association, the American Folk Lore Society, many local educational associations, the Masonic order and the Ohio Teachers' Reading Circle.

In 1897 he was married to Miss Annie McLean Marsh and they have one daughter, Elizabeth.



HARRY HOUSEMAN FRAZIER

HARRY HOUSEMAN FRAZIER was born at Zanesville, Ohio, September 15, 1870. His father was John A. Frazier a merchant of that city. Both parents died in childhood and Mr. Frazier was raised by his grandfather, John-son Houseman, on a farm. At sixteen he entered Muskingum College. After three years' work there he entered Ohio Normal University at Ada, graduating in the class of 1892, classical course. Mr. Frazier became principal of the New Washington High School in September, 1892, serving three years in that capacity when he was promoted to the superintendency of the village schools and remained in that position five years. In 1900 he com-

pleted the classical course at Heidelberg University, Tiffin, having spent two and a half years doing public school work and pursuing college studies at the same time. The same year he was elected principal of the Tiffin High School and has served five years in his present position.

Mr. Frazier received a High School Life Certificate in 1895 and has read two full courses in the O. T. R. C. He did graduate work in science in the University of Chicago in the summer of 1902.

Mr. Frazier is a member of several fraternal orders and is an active worker and a member in the Methodist Episcopal Church.



RICHARD A. GARVIN

Education has ever been the favorite pursuit of the subject of this notice, and since he entered the ranks of the professional public educators he has achieved a success that greatly redounds to his credit.

RICHARD A. GARVIN was born in Hampshire county, West Virginia, in August, 1871, his father being Samuel Garvin, a shoemaker by vocation, and he was one of a family of seven children, of whom four now survive. His early education was secured in the district school of his home, after which he became a pupil in the High School at Berryville, Virginia, and on completing the studies there, he entered the Ohio Northern University at Ada, Ohio, from which he graduated in 1900. After some preliminary experience as a teacher in

country schools, he went to Bucyrus, Ohio, in 1901, as principal of the West Side school. His sound scholarly merits and executive ability becoming duly recognized, he was promoted to be assistant principal of the high school, and now has entire charge of the sophomore class, in which capacity he is achieving the most satisfactory results.

Mr. Garvin is a member of and takes an active interest in the Order of Odd Fellows and the Knights of Pythias. He is also a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, and is a worshiper in the Evangelical Church.

He was married in 1897 to Miss Anna Barney, and they have an interesting family of three bright girls.



CHARLES HENRY MILLER

The cause of education has an able exponent in the above named gentleman, whose success as a public educator has been of the most pronounced character. He is possessed of the most scholarly attainments, and is favorably known to all his colleagues and the public.

CHARLES HENRY MILLER was born in Crawford county, Ohio, in July, 1865, and his early youth was spent on the farm of his father, Levi Lee Miller, a reputedly known agriculturist. He early attended the country schools of his home, and on exhausting their curriculum, entered the Fostoria Academy at Fostoria, Ohio. He next took a teachers' commercial and scientific course at Lebanon, Ohio, following it with a course at Heidelberg

College at Tiffin, Ohio, and ending with a course in the Chicago University.

In 1884, Mr. Miller had his first professional experience as a school teacher, being given charge of a school in Wyandot county, Ohio, for one year, and later he taught in Crawford county schools. From 1897 to 1900 Mr. Miller was superintendent of the Sulphur Springs schools, and in 1901 he was elected principal of the high school in Bucyrus, a position he still continues to fill with dignity, ability and efficiency.

Mr. Miller holds membership in the American Woodmen, the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association and the United Brethren Church, and gives them all a cordial, influential support.



IVAN L. CRALL

This gentleman is an enthusiastic devotee of his honored profession and as a public educator is an exponent of more than average ability, being one of the most advanced and progressive among Ohio's younger generation of school teachers.

IVAN CRALL was born in Crawford county, Ohio, April 8, 1880, on the farmstead of his father, William Crall, and his early youth was passed in the manner usual to boys bred in the country. He attended the district schools of Crawford county, later taking a course in the Ohio Northern University at Ada, Ohio, and, after successfully graduating

he secured charge of a country school, which he directed for four years with marked ability. In 1903 he accepted an offer from Bucyrus, to become principal of the West Side School, and this position he still continues to fill with the most productive results. His classes are steadily increasing in numbers, and he commands the fullest confidence and respect of all his pupils.

Mr. Crall is a member of the Knights of the Maccabees, the Ohio Teachers' Reading Circle, and the Methodist Episcopal Church, and he is popularly known in both educational and private circles.



ARTHUR JUERGENS
SUPERINTENDENT OF MUSIC,
SPRINGFIELD, OHIO



BENJ. B. MCINTIRE
PRINCIPAL WASHINGTON STREET SCHOOL,
SPRINGFIELD, OHIO



O. E. ALLEN
PRINCIPAL JEFFERSON STREET SCHOOL,
SPRINGFIELD, OHIO



THEO. J. REBERT
PRINCIPAL DIBERT AVENUE SCHOOL,
SPRINGFIELD, OHIO



DARLINGTON J. SNYDER, A. B., M. A., M. D.

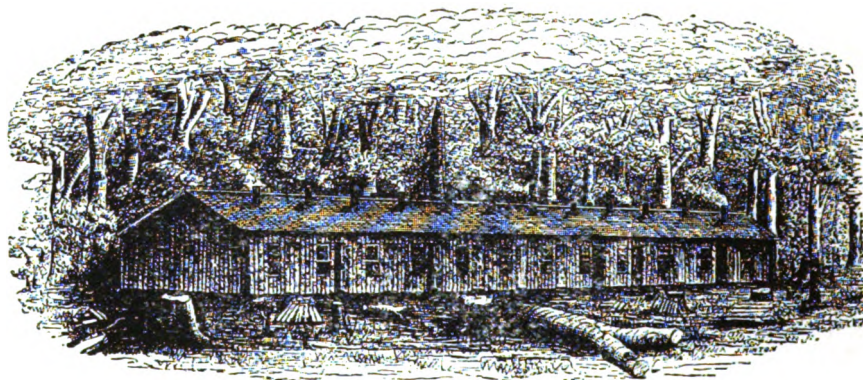
To delve deep into science, to form ambitious desires and attain them, to study the means wherewith to relieve and elevate mankind, and to see these ends fulfilled, in a measure, as far as one individual's efforts are concerned, must be, beyond doubt, a matter of self-gratulation, and worthy the encomiums of the public mind. Unstintedly, all that this sentence conveys, applies and is due to the gentleman whose name heads this brief sketch. As a public educator, as a humanitarian, all his life work has been given for the betterment of his fellow-beings, and his efforts have met with most substantial results. Without undue eulogy it may truthfully be said that Dr. Snyder is worthy to be placed in the splendid galaxy of public educators who have worked for and made Ohio famous for the magnificent school system which it now possesses.

DARLINGTON J. SNYDER was born in New Salem, Fairfield County, Ohio, November 13, 1843, son of John M. Snyder, a tailor by vocation, and Nancy [Manley] Snyder, a descendant of old colonial stock, whose father, John Manley, was a Revolutionary War patriot. Our subject's early education was secured in the common schools of New Salem and in the Union Academy of Fairfield County. He then took an art course in the Ohio Wesleyan University, and was graduated in 1868 with the

degree of Bachelor of Arts. In 1871 the university conferred upon him the degree of Master of Arts. Having decided to become a physician he entered the Columbus Medical College, and was graduated as M. D. in 1891. He is a member of the Alumni of Starling Medical College, Columbus. Dr. Snyder was appointed a county school examiner of Fairfield County, Ohio, in 1869, served for a year and then removed to Franklin County, Ohio, settling in Reynoldsburg. There he organized the public schools, placing them upon an up-to-date, progressive basis, and he remained at their head for the unprecedented period of thirty years. In 1875 he was appointed County Examiner of Franklin County by Judge John M. Pugh, and served in that capacity for over eight years. In 1904 he was re-appointed by Judge Samuel L. Black, and in September of the same year became President of the board, which position he still holds. Dr. Snyder organized the Dewey High School, Third Avenue, Columbus, Ohio, and was its Principal for seven years. For eight years he lectured before the Ohio Medical University, filling the chairs of Chemistry, Materia Medica, Botany, Electro-Therapeutics, Psychological Medicine, and Physiological Chemistry. His life has indeed been a busy one. In the general lecture field he has been prominent as an exponent of

scientific subjects in educational lines and on general medical topics. He has been a member of the Beta Theta Pi Greek letter fraternity since 1868, and delivered an address at the meeting of all the local alumni of that organization, held at the Hotel Hartman, Columbus, in February, 1905. At the Board of Trade building, Columbus, he delivered the first annual address on behalf of the faculty to the graduates of the Ohio Medical University. He has also given many public addresses on many other important occasions. Dr. Snyder is a 32 degree Mason, and also holds membership in the Knights of Pythias, Odd Fellows and Eastern Star. In 1869 he was married to Miss Lomira F. Landon, of New Salem, Ohio, a lady of excellent attain-

ments, and they occupy a handsome residence at No. 1409 North High Street. Adjoining is his office, where he conducts a general medical practice. Dr. Snyder is a member of the National Medical Association and the Ohio State Medical Association. On May 9, 1905, he delivered an address at Columbus before the State Pediatric Society, his subject being "Normal Moods of Babies, and How to Produce Them." In May of this year, at a banquet held at a prominent Columbus hotel he also was the recipient of many compliments for his post-prandial address on behalf of the medical fraternity of Ohio's capital city. Dr. Snyder is an indefatigable worker and commands the esteem of all who know him.



COLLEGE IN THE WOODS, OBERLIN, OHIO



JOHN M. SARVER

The public schools of Canton are among the best in Ohio under the able management of SUPERINTENDENT JOHN M. SARVER. During the four years of his incumbency in this office the school system has increased in general efficiency in a marked degree. Evidences of a progressive administration appear in the following changes under the present superintendent: the introduction of manual training, the inauguration of semi-annual promotions, the establishment of an oral deaf school, and the extension of the elective system in the High School course of study.

By reason of his devotion to the cause of education the past twenty years, Mr. Sarver is widely and favorably known as an educator to whom largely belongs the credit for the high standing of the Canton schools. Measured by accomplishments for the advancement of the schools, his administration thus far is unsurpassed by any one of his able predecessors in office.

Mr. Sarver is an exception to the dictum, "the profit is not without honor save in his own country," for he was born in Canton, November 29, 1865. His father, Michael Sarver, was a teacher, afterward an attorney-at-law. His mother's maiden name was Eliza

J. Anderson. Superintendent Sarver attended the Canton schools and was graduated from the Canton high school. He then entered the Ohio Northern University and graduated from that institution in 1886. In 1889 he was granted a High School Life Certificate by the State Board of Examiners.

Mr. Sarver first taught in the rural schools of Stark County about fifteen months, after which he was elected principal of an elementary school in Canton. In this position he served more than five years, when he was transferred to the high school. After two years' service as teacher, he was promoted to the principalship of the high school, where he remained for seven years, and succeeded in giving the high school the reputation of being one of the largest and best in the smaller cities of the state. His advancement to the superintendency of schools in 1901 was the logical result of this record of efficient work.

Mr. Sarver is a member of the National Educational Association, the Ohio Teachers' Association, the Ohio Teachers' Federation, the Northeastern Ohio Teachers' Association, the Stark County Teachers' Association, and is affiliated with the Masons, Odd Fellows, Knights of Pythias and American Mechanics.



PROF. W. W. GUERR

To the disciples of Terpsichore in Columbus the above gentleman is most familiarly and popularly known, and his services are in constant demand. In the present progressive age no young person's education is considered complete without a knowledge of dancing, and PROFESSOR GUERR is the instructor *par excellence* to impart this knowledge.

WALTER WARREN GUERR was born in Buffalo, New York, January 16, 1873, son of W. H. and Eliza (Booth) Guerr, the former a stationary engineer, and the worthy couple is still living in that city. Our subject received his education in the public schools of Buffalo, left school early in 1885, and, going to Columbus, Ohio, in the spring of that year, secured employment as a motorman with the Columbus Street Railway Company, and remained in that capacity nine years. Having always been an expert dancer he now established a dancing school, but did not altogether relinquish railroad work until December, 1903, when his classes had attained such proportions as to demand his entire attention.

Professor Guerr occupies the entire second floor of the United Commercial Travelers' Building, southeast corner of Gay and Front streets, which has been admirably fitted up

for his purposes, and provided with all modern improvements. Classes are held in this model dancing academy every Monday night, open receptions Wednesdays and Fridays, while private instruction may be arranged for at any time. The terms are most reasonable for such a select school, the fees for ladies being three dollars, for gentlemen five dollars per term. Professor Guerr guarantees to teach anyone the waltz and two-step in one term. He has a first-class orchestra, under the leadership of Harry Kissell, a finished musician, who introduces many novel musical effects, and he is assisted in the management of affairs by his wife, Mrs. Mary M. Guerr, his brother, Henry J. Guerr, and Robert Burkhart, the two last named being widely known as most proficient dancing instructors.

In September, 1902, Professor Guerr was married to Miss Mary Moll, of Columbus, an estimably known lady, and they have a pleasant home in the Capital City. Professor Guerr is soon to have a new academy on Front street, between Broad and Gay streets. It is to be equipped with an automatic walking stairway, and will be opened in September, 1905.



W. E. HEICHEL

Among the public educators of Ohio who have obtained distinguished success is Mr. W. E. HEICHEL, the present most capable superintendent of schools at Creston. This gentleman is a native of Ohio, having been born in Ashland County, April 14, 1864. He has two brothers and three sisters, all living, the brothers, Thomas and Ray Heichel, being successful hardware merchants at Ashland, Ohio. His parents, John and Maria (Hammett) Heichel, were both born and bred in Ashland County, and still reside on their farm there, the worthy couple being held in high esteem by all their neighbors.

Our subject attended the district schools of Ashland County for twelve years, and then took a three years' preparatory course in Ashland College. He next studied for a year at the Tri-State Normal College, at Angola, Indiana, and completed his preparation for teaching by a two years' course at the Ada, Ohio, Normal School. He began teaching in 1887 in a district school in Ashland County, and remained in that county five years, hav-

ing two schools in all. He then took a course in college, after which he was principal of Sullivant School at Ashland for seven years, this being a high school for Sullivant Township. In 1901 he went to Creston, having been elected superintendent there, and he has been most successful in his work in that town. He has four experienced assistant teachers, an average attendance of 225 pupils, and 40 pupils in the high school, which is of the second class.

Mr. Heichel holds an eight year county certificate. He was organizer of the Creston branch of the Ohio Teachers' Reading Circle, and holds membership in the Wayne County Teachers' Institute, the Bi-County Teachers' Association, the Ohio State Teachers' Association, the Congregational Church, the Knights of Pythias and Maccabees, and for four years was clerk of Mohican Township. In 1890 he was married to Miss Alice Brandt, of Ashland County, and they have one child, a son, now in his eleventh year.



F. D. WARD

The schools of Lorain are accounted as being among the best in Ohio, and the greater part of this condition of excellence is due to the efforts put forth by Mr. F. D. WARD since he assumed the superintendentship in 1890. He is progressive in his methods, earnest in their application, and has been uniformly successful wherever he has been in control. F. D. Ward was born in Spencer, Medina County, Ohio, in 1850, son of Aaron S. Ward, at one time a millwright, but latterly a farmer, and his early education was secured in the country schools, the high school at Wellington, Ohio, studied a short time at Oberlin, and then came a course at the Northwestern Ohio Normal School, from which he graduated in 1879 with the degree of B. S.

Mr. Ward first taught in a country school at the same time he was prosecuting his own studies. Afterward he had a more important charge at Rochester, going thence to LeRoy, Ohio, in 1880, and in 1890 he was elected superintendent at Lorain, Ohio, in which position he still most productively exercises his abilities. Mr. Ward is an ex-member of the Ohio Teachers' Reading Circle, and now holds membership in the Northeastern Ohio Teachers' Association, the Ohio State Teachers' Association, the National Educational Association, the Knights of Pythias and the Methodist Church. In 1875 he was united to Miss Harriet G. Walker, and they have a family of four promising sons.



H. H. CULLY

As superintendent of the public schools at Glenville, Ohio, a fine residence suburb of Cleveland, Mr. Cully for ten years has managed affairs with a master's hand and mind, has developed his schools to an admirably proficient and efficient point, and decidedly established a reputation for his fitness and capability as a popular educator.

He has ever been keen to note all advances made in pedagogical practices, in all educational movements, and to adapt the best of all that seemed practical and reasonable. With conservative liberalism he has made no distinct departures, but in his methods may be said to be altruistically "up-to-date." H. H. CULLY was born in Dalton, Wayne County, Ohio, June 3, 1861, son of John Cully, farmer, and was first educated in the district schools, and then came study in and graduate from the high school at Dalton. Next followed a course at Mount Union College, Alliance, Ohio, and graduation in 1887 with the degree of Bachelor of Arts. In 1890 this institution conferred upon him the further honor of Master of Arts. Mr. Cully earned every dollar of his expenses at college by teaching school for about five months each year in the rural schools. By the full four term plan then in vogue at Mt. Union College, very many students were enabled to earn their own way through college. After graduation Mr. Cully returned to the Dalton schools, where

he had prepared for college, as superintendent. After three years' service he resigned and went to Burton, Geauga County, Ohio, for five years. His worth now having been clearly demonstrated, he was called to Glenville, Ohio, and as superintendent of the public schools has certainly achieved an enviable record. In seven years the school attendance increased from four hundred to fifteen hundred pupils, the teaching force from nine to forty-two; and the salary from one thousand to two thousand dollars.

Last year the board erected a high school building at a total cost of seventy-five thousand dollars. The building is modern in every respect and thoroughly equipped. Mr. Cully holds membership in the Ohio State Teachers' Association, the National Educational Association and also in the Northeastern Ohio Teachers' Association, of which he has had the honor to be at one time president. In December 31, 1891, he was married to Miss Ora H. Harper, of Dalton, Ohio, who had been associated with him as a teacher in the schools there. They have no children. Mrs. Cully is very closely identified with several of the leading literary clubs of Cleveland. They have a large circle of friends and acquaintances, and have a very pleasant and commodious home on Doan Street, near Gordon Park.



HENRY T. MAIN

This gentleman is widely and most favorably known to the school men and women of the Buckeye State as a thoroughly accomplished and experienced educator, as well as one who has done much to advance the status of his honored profession. Faithfully and efficiently has he served in his public capacity and he has fully earned the high position now so admirably filled by him.

MR. MAIN is a native son of Ohio, having been born on July 5, 1865, in Delaware County, and he was reared on the old homestead of his father, Mr. A. Main, together with his three brothers and three sisters, of whom one brother and one sister are now deceased. Mr. Main was given a sound education in the common and higher grades of the public schools, and began his professional career at Ashley, Ohio, serving in the schools of that town for seven years, when he was promoted

to the principalship of the South School at Delaware, and for the past eleven years this position has been under his skillful management. The average attendance reaches a most respectable figure, the assistant teachers are possessed of undoubted capacity, and the system of discipline introduced by Mr. Main has borne most substantial fruit.

Mr. Main is a member of the Ohio Teachers' Reading Circle, the Central Ohio Teachers' Association, the Delaware City and County Board of Examiners, was president of the Delaware County Teachers' Association two years, has been instructor in the latter organization three successive years, and has taken an especial interest in Reading Circle work, and the general educational interests of Delaware County. In 1888 he was married to Miss Hallie Buck, and they have a family of three bright daughters.



RICHARD E. TOPE

The proficient superintendent of schools at Oak Hill, Ohio, was born December 19, 1875, at Lincoln, Ohio, on the farmstead of his parents, Richard and Rebecca (Ervin) Tope. He received a sound, thorough education, which included studies in rural schools, township high schools, the Ohio Wesleyan University at Delaware, several summer normals, private instruction, and a course at the Providence University, from which he received the degree of Bachelor of Arts in 1902, and that of Master of Arts in 1904.

He first taught in the rural schools of Lincoln for two years, then in the township high school for two years, and then was appointed superintendent at Thurman, Ohio, for two years.

Five years ago he was elected superintendent at Oak Hill, and through the excellence of his services has retained this position ever

since. During his administration the high school has been more than doubled, a new course of study has been arranged, and a modern brick building has been constructed.

PROFESSOR TOPE is a member of the South-eastern Ohio Teachers' Association, the Allied Educational Associations of Ohio, the Ohio State Teachers' Association, the Masonic body and the Knights of Pythias, also president of the County Examiners' Board, and most efficiently holds various positions of trust and honor. He has attained an excellent reputation as a writer and public speaker. On December 30, 1903, he was married to Miss Elizabeth Jones, a lady most estimably known in the social world. Mrs. Tope was educated in the Oak Hill schools and at Oberlin and she is deeply interested in the school system and in educational progress.



WILSON HAWKINS

In the above named gentleman the Ohio school system has one of its best trained and ablest advocates and exponents; his record has been clean, creditable, honorable; his standing to-day is of the highest, most creditable character. WILSON HAWKINS was born near Kensington, Ohio, in Carroll county, May 14, 1874, his parents being William and Elizabeth A. (Bettis) Hawkins, both of whom were also natives of Carroll county and descendants of early English and Scotch-Irish settlers.

His youth was passed on the home farm and until eleven years of age he attended the district school a mile and a half distant. Then he entered the village schools at East Rochester, Ohio. Mr. Hawkins secured his first certificate to teach when sixteen years old and began teaching at once in a district school seven miles from home, walking back and forth, and received the magnificent salary of \$20.00 per month. He received the equivalent of a high school education in select schools and soon entered Mount Union College where he completed a course in 1897. Since this time

he has been spending every summer vacation either as a student or as a teacher in some summer school. Mr. Hawkins has had the benefit of much private tutoring. He has himself been an instructor at different times in summer normals at Mt. Union and Scio colleges. Mr. Hawkins has taught in every grade of school work from the primary to a superintendency. He taught three years in the country schools of Columbiana county and was four years principal at Unionport in Jefferson county, where he established a most creditable record. In 1899 he went to Mingo Junction as principal of the high school and at the end of one year was promoted to the superintendency which position he still holds and has enjoyed many recognitions of merit at the hands of his board of education. There are four fine buildings under his charge, and seventeen assistant teachers, also a special instructor in music and drawing, and the pupils are about 600 in number, this, despite the fact that there is a large parochial school there to detract from the public school attendance.

Mr. Hawkins is a member of the execu-

tive committee of the Jefferson county teachers' institute and a member of the county board of school examiners. He holds membership in the Ohio Teachers' Reading Circle, the State Teachers' Federation, the State Teachers' Association, the Superintendents' Department of the National Educational Association, the Eastern Ohio Teachers' Association, and the Ohio Valley Round Table. He is not only a member of these various associations but he is a regular attendant and is usually found among the speakers. He takes considerable interest in fraternity and church

work and is a member of the Presbyterian Church and of the I. O. O. F., and masonic lodges.

In 1897, Mr. Hawkins was married to Miss Nettie Maxwell of Unionport, Ohio, who was also a teacher. He has two fine daughters, one of whom is attending school. The ambition, tact, executive ability, connected with a winning frankness of the subject of this sketch justifies his friends in predicting a successful future for him in school supervision, his chosen life-work.



OLD BLOCK HOUSE

Site of Campus Martius, Marietta, Ohio,
Built in 1791



CHARLES T. MOORE

"Education" has been the magic word, the "open sesame" to the wonderful progress that has developed in the Buckeye state, and our public school system, as so lavishly supported and intelligently directed in Ohio, is at once the pride and bulwark of our free and patriotic sons and daughters. The public school has been advanced to the highest acme of effective excellence in this commonwealth, and Ohio is a recognized leader and power in the educational world.

Among our successful "lords of learning" must be enrolled the name of CHARLES T. MOORE, the popular superintendent of schools at Pataskala, Ohio, who is a thoroughly proficient instructor and a disciplinarian of sound judgment. Mr. Moore was born on July 26, 1874, at Chandlersville, Ohio, on the farm conducted by his parents, Isaiah and Hannah Moore. He began to acquire an education as a pupil in the country schools near his home, including two years in the Chandlersville

school, and then, after an interval of two years as a teacher in a Salt Creek township school, he entered Muskingum College at New Concord, Ohio, for a five years' course of studies, and successfully graduated from that institution in 1900. His first subsequent charge was a district school in Licking township, Muskingum county, Ohio, which he directed one year, when he was appointed Principal of the Pataskala High School, and so successfully did he perform the arduous duties of the position that in 1903 he was promoted to the Superintendency, an honor won by sheer merit and ability.

Mr. Moore was married on December 25, 1901, to Miss Bessie Amspoker, a lady most estimably known in social circles. He is a member of the National Educational Association, the Ohio State Teachers' Association, the Ohio Teachers' Reading Circle and the Licking County Teachers' Institute, and is a member of the Presbyterian Church.



C. D. COONS

The chief pride of Ohio rightly lies in her magnificent school system, no State excelling her in this respect, and the grand results are shown in the high average degree of intelligence exhibited by the citizens of this commonwealth.

The subject of this sketch, Mr. C. D. Coons, Superintendent of the public schools of Granville, is an educator of thorough experience and sound ability, and as an instructor and developer of the youthful mind he has achieved a most distinct success.

Mr. Coons is a native Buckeye, having been born in Pataskala, Ohio, October 23, 1876, son of Steward Coons, a carpenter and builder of that town. After completing the course in the public schools of Pataskala he attended Wooster University, following his studies there with a course at the University of Chicago. He began his pedagogical career in 1895, assuming charge of a district school in

Union township, Licking county, Ohio, and after a term there was given control of the Pataskala Grammar School, from which position he was promoted to the principalship of the High School at Pataskala. Thence he went to Granville, Ohio, having been offered the principalship of the High School there, in 1899, and after filling this office up to 1901 he was elected superintendent of the Granville public schools, a well deserved elevation. All the departments of the schools under his careful supervision are maintained at the highest degree of efficiency, and the citizens are unanimous in the verdict that he is "the right man in the right place."

Mr. Coons is an ex-member of the Ohio Teachers' Reading Circle, holds membership in the Masonic order and Knights of Pythias, and he is popularly known in both educational and social circles.



JEROME B. MOHLER

For almost forty years the above named gentleman has been an active factor in the educational world, and he is widely known as a profound scholar and a public instructor of exceptional ability.

JEROME B. MOHLER was born in Miami county, Ohio, April 14, 1851, and has lived almost his entire life in the Buckeye State. His father, Ephraim Mohler, a farmer by vocation, was a native of Cumberland county, Pennsylvania, but had early settled in Ohio, and resided here up to the time of his death, which occurred in November, 1904. His mother, Anna Mohler, *nee* Nill, was born in Saxony, Germany, and is still living at an advanced age.

The family comprised eight sons and six daughters, and of the former, Messrs Solomon, George and John Mohler are prominent ministers in the Baptist denomination. Our subject, Jerome B. Mohler, was given a sound educational training. He attended a district school in Miami county nine years, the high school at Covington, Miami county, the Lebanon Normal school, and the State Normal School at Warrensburg, Missouri, and is the holder of a high school life certificate of both Ohio and Wisconsin. He began his lengthy career as a teacher in 1868, in a district school of Darke county, and taught in that and other rural schools of Darke and Miami counties

up to 1879, when he became principal of Cass-town, Miami county, for four years. At the expiration of that period he served for four years as superintendent at New Carlisle, Clark county, next as superintendent of Carrollton, Carroll county, four years; then as superintendent at Gallipolis five years and for the remainder of the time, or since 1896, he has been superintendent of schools at Orrville. Mr. Mohler has under his supervision two school buildings, has eleven assistant teachers, and the average number of pupils reaches four hundred.

Mr. Mohler was one of the organizers of the Ohio Teachers' Reading Circle, is chairman of the executive committee of the Stark-Wayne Bi-county Teachers' Association, president of the Sixteenth District Ohio Sunday School Association, and served for three years on the Gallia Board of Examiners, for five years on the City Board of Examiners at Gallipolis, and for three years city clerk of Cass-town. He is a member of the Masonic body, the Knights of Pythias, Odd Fellows, Methodist Episcopal Church, Wayne county Teachers' Institute, National Educational Association, the Northeastern Ohio Teachers' Association, and the Ohio State Teachers' Association. In 1877 he was united to Miss Mary A. Hill, of Miami county, and they have had a family of ten children, six sons and four daughters.



W. M. WALTERMIRE

For some twenty-five years Ohio has had the advantage of the services of the above named gentleman in its public school system, and he has done much to advance the cause of education in the Buckeye State.

W. M. WALTERMIRE was born in Morrow county, Ohio, January 21, 1858, and has always resided in this state. His parents, Michael and Mary (Edwards) Waltermire, were also natives of Morrow county, one of the oldest families there, and they conducted a farming business. Their family comprised five sons and two daughters, all of whom are now living.

Our subject's initial education was obtained in eight years attendance at a rural school of his home county, after which he attended the high school at Forest, Hardin county, four years, the normal school at Valparaiso, Indiana, four terms, and the college at Findlay, Ohio, four years, graduating from the latter institution. He began teaching at the age of seventeen, in a rural school of Wyandot county, followed by a year in a Hardin county rural, when he became superintendent and principal of the Patterson High School for two years. He next was appointed superintendent at Wharton, Wyandot county for two years, and at the expiration of that period was

superintendent at North Baltimore, Wood county, Ohio, for six years. Mr. Waltermire then entered the Ohio State University for a two years' post-graduate course in reviewing. He then organized Clinton township High School, the first township high school in Franklin county, became principal of the Clinton township, Franklin county high school for three years. Reynoldsburg, Ohio, next had his services for three years as superintendent and principal of its high school, and since 1903 he has officiated as superintendent of schools in Centerberg, Ohio. He has five capable assistants, and an average attendance of 200 pupils, with 70 pupils in the high school.

Mr. Waltermire holds a common school life certificate for the State of Ohio, was a member of the special board of examiners at North Baltimore four years, and is a member of and organizer for the Ohio Teachers' Reading Circle in Hilliar township. He has a life certificate in the Ohio State Teachers' Association, is a member of the National Educational Association, the Knox county Teachers' Institute, and the Methodist Episcopal Church.

He was married in 1886 to Miss Allie Van Horn, of Mount Blanchard, Hancock county, Ohio, and they reside in a pleasant home in Centerberg.



JOSEPH H. HORTON

At the age of twenty the above named received his first teachers' certificate, and for thirty years he has been "in harness" as an active public instructor. He is a disciplinarian of dignity and sound judgment, rules firmly yet kindly, and ever commands the fullest confidence and highest regard of his colleagues and scholars.

JOSEPH H. HORTON was born in Belpre, Washington County, Ohio, February 24, 1854, his parents being Daniel and Hannah (McLaughlin) Horton, the former a carpenter by vocation, who had always been a resident of said county. The family comprised six boys and two girls, and of these but four sons survive. The subject of this notice attended the school at Belpre for nine years, the Belpre Academy four years, and the Lebanon Normal School two years. When twenty years old he taught in a Belpre Township school for a year, next in a Marietta Township school for a like period, and then for fourteen years served as superintendent of the Rockland School, Washington County. He next assumed charge of the school at West Rushville for three years, and then taught in Rushville three years, both being in Fairfield County. In 1901 Mr. Horton went to Baltimore, Fairfield County, Ohio, having been

elected to the superintendentship there, and this position he still continues to fill with constantly augmenting success. He has four teachers under him, an average enrollment of 130 pupils, and an average attendance of 120.

In 1902 he was appointed county examiner by Judge Kiefaber and is now president of the Board of Examiners.

Mr. Horton holds a common school life certificate, also first class certificates in Washington, Perry and Fairfield counties, and is a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Ohio State Teachers' Association, and the Fairfield County Teachers' Institute. In 1902 he was married to Miss Meda Snoke, an intellectual lady who is also a member of the teachers' profession, and since 1903 has been principal of the high school at Thurston, Ohio. Mr. Horton had two children by his first marriage, a son and daughter. His son, Frank O. Horton, who is now studying in the Ohio University at Athens, has also been a teacher. He is married to Miss Clara Myers, of Baltimore, Ohio, a graduate of Baltimore's schools and a lady of bright mentality. The daughter, Laura Horton, is teacher of the primary school at Pickerington, Ohio, and has a promising future before her.



MRS. J. H. HORTON

The public schools at Thurston rank among the best in the State and the citizens are justly proud of them. The buildings are all of modern construction, while the Board of Education, by its liberality, is constantly supplying everything necessary for the comfort and advancement of the children.

The principal of the high school, Mrs. J. H. Horton, is a lady of high intellectual gifts, and rules with a kindly discipline that has endeared her to all her pupils.

Mrs. Horton, whose maiden name was Meda Snoke, was born in Fairfield county, Ohio, daughter of Andrew and Leah (Carpenter) Snoke, the former a skilled stone cutter by vocation, and there were four children in the family, two of either sex. Her sister is married, and of her brothers, James Snoke is a plumber at Ashland, Ohio, while Thomas Snoke is a gas well driller in Licking county, Ohio. Our subject attended the schools at Sugar Grove, Ohio, for nine years, the Crawfis Institute, near Lancaster, for two summer terms, and summer normal at Rushville for one term. She received her first teacher's certificate in 1890, and began teaching in 1891 in the graded school at Sugar

Grove. In 1892 she went to Berne township, teaching there for a year, when, for a similar period she engaged with the Reform Farm at Lancaster, Ohio, as teacher of the seventh grade and stenographer. The following year was spent in the service of C. A. Donohue, attorney, of Corning, after which she returned to teaching, becoming attached to the schools at West Rushville for five years, where she taught from the first to the eighth grades. The grammar school at Sugar Grove next claimed her services for a year, and then West Rushville for another year.

In 1902 she was united in marriage to Mr. Joseph H. Horton, school superintendent at Baltimore, Ohio, and a prominent educator.

In 1903 Mrs. Horton went to Thurston as teacher of the intermediate school, and almost immediately was promoted principal of the high school. She has an average attendance of forty pupils and the best of discipline prevails.

Mrs. Horton holds membership in the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, and the Fairfield County Teachers' Institute, and she and her husband are worshipers in the Grace Reformed Church at Sugar Grove.



MILFORD G. CALHOON

Acknowledgedly the greatest factor in hastening the world's progress on to the dreamed of millenium, is education. The great American public school system, recognized as the best and most effective among all the countries of the world, has been the main bulwark upon which our national greatness has been achieved. Enlisted in the ranks of school teachers and public instructors are many of our brightest, most intellectual men and women citizens. The exactions of the teacher's vocation are such that only those thoroughly equipped and qualified can meet them.

A gentleman whose career in this field of labor has been an uninterrupted success is Mr. MILFORD G. CALHOON, the popularly known superintendent of the Roseville school. He has been in active service as a teacher for some twenty years and is known as a thoroughly experienced, competent instructor. Mr. Calhoun was born in Prairie City, Illinois, on February 26, 1865, the son of James Calhoun, who combined the occupations of farmer and teacher. Beside an excellent home training our subject attended the country schools in Wisconsin, near his home, and later entered the Ada Normal School at Ada, Ohio, follow-

ing his course from that institution with a short course in the Ohio University at Athens, Ohio. In 1885, Mr. Calhoun was assigned to a school in Perry county, Ohio, and in 1894 he was promoted to the principalship of the Glenford (Ohio) High School, later becoming its superintendent. In 1897 he was appointed principal and later superintendent of the Crooksville school, leaving the latter in 1901 to accept similar positions in Thornville, and in 1904 he was appointed to his present position of Superintendent of the Roseville School, the duties of which he discharges in a manner showing marked judgment, experience and ability.

Mr. Calhoun is a member of the Ohio Teachers' Reading Circle, also the Masonic and Odd Fellows organizations, and is an attendant of the Methodist Episcopal Church. He is the possessor of four, eight and twelve years' diplomas, and these evidences of ability are carefully treasured by him.

• He has been school examiner of Perry county for four years, two years clerk of the board, and is at present president of the Board of Examiners of Perry county. He holds a professional certificate in his own and adjoining counties.



W. S. EVERSULL

For more than twenty years the public school system of Ohio has had an active and accomplished exponent in the above named gentleman, the popular superintendent of schools of Elmwood Place, Ohio.

MR. EVERSULL was born at Mt. Airy, Hamilton county, Ohio, October 29, 1865, and was the son of John C. Eversull, a prominently known surveyor and civil engineer of Hamilton county.

He attended the common schools and high schools of Hamilton county, graduating from the latter in 1883.

In the same year he was given charge of a district school in Colerain township, Ohio, and taught there until 1885, when he went to Green township, Ohio, to assume control of a school there, where he continued until 1888.

Then he was appointed superintendent of

schools at Sharonville, Hamilton county, Ohio, and was in control of the schools of that place for four years. He was then appointed superintendent of schools at Elmwood Place, Ohio, and has for twelve years been filling this position to the eminent satisfaction of all concerned.

He is thoroughly progressive and up-to-date in his methods, and his schools are maintained at the highest standard of excellence.

Mr. Eversull is a member of the Hamilton County Teachers' Institute, of the Hamilton county and of the Southwestern Ohio Teachers' Associations and is also active in the Masonic order.

November 26, 1896, he was married to Miss Olive McGrew, of Blue Ash, Ohio, and they have two bright daughters — Bess M., aged 5 years, and Edna E., aged 3 years.



WILBUR O. WEIR

For the past score of years the above named has been an active factor in the educational world of Ohio, and during that period his progress and advancement have been uninterrupted, while he has ever maintained a reputation of the most creditable character for scholarship and executive ability.

MR. WEIR is of Ohioan birth, having been born near Forest, this state, October 16, 1869. He was reared on his father's farm, and attended the nearest district school. After completing all the advantages offered there he attended the Forest High School, later taking a course in the Ohio Northern University at Ada, Ohio, from whence he graduated in 1893 with the degree of Bachelor of Arts, and in 1896 the same institution conferred upon him the degree of Master of Arts. As a teacher Mr. Weir's career began in 1885, when he

assumed charge of a country school, remaining there up to 1897 when he was appointed superintendent of the school at Ridgway, Ohio, and there he remained in control for three years. His next position was as principal of the high school at Sycamore, Ohio, and after two years' incumbency there, he in 1902, was invited to accept the school superintendency at Dunkirk, Ohio, and this responsible position he continues to most efficiently preside over.

Mr. Weir is a member of the Order of Odd Fellows, the Knights of Pythias, Ben Hur, and the Disciples Church, and is also one of the county school examiners. He secured a state certificate in December, 1899.

In 1894 he was married to Miss Anna O'Brien, and they have one boy, named Paul Virgil Weir.



C. E. BRATTEN

It costs every man, woman and child in the United States \$3.15 to support the public schools. This is a heavy tax, but measured by the results, no public money is expended more wisely. It explains why the American workman can accomplish more than his European brother, why our industrial development has been improved so rapidly, why agriculture has improved, why the average death rate is diminishing, why, with increased wealth, has come an even greater growth in the popular appreciation of literature and art.

One of the successful members of the great teaching corps of Ohio is the subject of this sketch, Mr. C. E. BRATTEN, the popular and highly regarded superintendent of the Waynesville school. This gentleman is a native Buckeye, born on the farm of his father, John C. Bratten, in Brown County, in 1869, and was one of a family of four sons and two daughters, all of whom survive, with the exception of one son. Our subject for years attended the public schools of Brown and Clermont counties, and he completed the course in the Bethel High School in 1889. Mr. Bratten's first professional charge was at

Henning's Mills, where he taught for five years, leaving there to take charge of the school at Todd's Run, in the adjoining district, where he was in control three years. On concluding his duties at Todd's Run, Mr. Bratten entered the University at Lebanon, graduating in the Scientific class of 1899, when he was appointed principal of the Lelan School which position he held for three years. Then he was elected superintendent of Waynesville school, a position he has filled in a manner clearly demonstrating his fitness and capacity for the place.

Mr. Bratten has been a member of the Ohio Teachers' Reading Circle for the past eight years, has a Common School life certificate for the State of Ohio, and is a member of the Warren County Teachers' Association, member of Warren County Executive Committee, also the Southwestern Ohio Teachers' Association, and is likewise affiliated with the Masonic and Odd Fellows orders, and member of the Methodist Church. He was in 1892 united to Miss Cora Mace, also a teacher and they have an interesting family of four sons and two daughters.



CHAUNCEY LAWRENCE

While the methods employed by the instructors in the grand educational system of Ohio are of the most advanced character, "faddism" has not been encouraged or allowed to take root, and the result is that we have a clean plan of working that is provocative of the greatest benefits to all.

A successful exponent of this progressive policy, one enjoying a high degree of popularity, is MR. CHAUNCEY LAWRENCE, the talented superintendent of schools at Waverly, Ohio. This gentleman was born in Springfield, Ohio, February 22, 1876, the same date that the immortal Washington first saw the light, and is the son of De Luna C. Lawrence, prominent in the electrical world.

His earlier education was received in the grammar and high schools of Springfield. Graduating from the latter in 1894, he went thence to Wittenberg College, and after taking a five years' course at that noted institution, graduated with honors in 1899, winning the degree of Bachelor of Arts.

In 1899 Mr. Lawrence took charge of his first school. This was in Springfield Township, and after two years' successful work there he won promotion, being elected superintendent of the Scioto Township schools, Pike County. One year later he received a call from Waverly, Ohio, to become principal there, and for the past two years he has most faithfully and capably filled the duties of superintendent, his practical merits having gained him promotion to this position. Mr. Lawrence has studied two summer terms at Wooster University, and one summer term at the Ohio University at Athens, and he always keeps abreast of the latest in educationalism.

Mr. Lawrence is a member of the Ohio Teachers' Reading Circle and also the Masonic fraternity. On August 6, 1902, he was married to Miss Olive M. Parthemore, of Springfield, Ohio, and they have a pleasant home in Waverly, where both are attendants of the Methodist Episcopal Church.



C. J. FOSTER

Superintendent of schools at Caldwell, Ohio, is a native Buckeye, having been born in Van Wert County, this State, in 1865. His father, Josiah Foster, was a farmer, and our subject was reared on the old homestead, attending the country schools at an early age. His education was a most thorough one. On finishing studies at the public schools he entered the Normal School at Portland, Indiana, and went thence to the Normal School at Lebanon, Ohio, and then to the Ada Normal School, from which he was graduated. He next studied at Middlepoint, Ohio, taking a classical course, and after graduating he performed post-graduate work at the Chicago University. Mr. FOSTER first began teaching nineteen years ago in a country school, and his subsequent engagements were as follows:

Venedocia, Van Wert County, as principal; Normal School, Middlepoint, Ohio, one year; Rome, Georgia, two years as principal of the East End Academy; McComb, Ohio, as superintendent for five years; Bowling Green, Ohio, as principal, one year; Spencerville, Ohio, as superintendent, three years; Caldwell, Ohio, as superintendent, two years, and this position he still most efficiently fills.

Mr. Foster is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Association, the Ohio State Teachers' Association, the Knights of Pythias and the Baptist Church. In 1894 he was married to Miss Diantha Walters, of Noble County, and they have two fine sons as the result of their happy union.



T. HOWARD WINTERS

When the above named gentleman chose teaching as his life-vocation he made no error, as his subsequent record has shown; but, on the contrary, he has demonstrated that he is an educator of marked ability and thorough efficiency.

T. HOWARD WINTERS is an Ohioan by birth and has always lived in this State. He was born at Ironton, January 12, 1877, and his father, Thomas Winters, now deceased, a grocer of that city, was well known as a most reputable, upright citizen and business man. After completing his studies in the public schools of Ironton our subject took a course in the Ohio Wesleyan University at Delaware, Ohio, and, at his graduation in 1896, had secured a sound, thorough education. Shortly afterward he was assigned to the high school in Ironton as a teacher, and by 1900 had so well established his merits that he received and accepted a call to be-

come teacher in the high school at Canton, Ohio. After remaining there a year he returned to Ironton to become principal of the high school there, and this position he has since filled with most creditable success. His methods are thoroughly commendable and his popularity indisputable. Mr. Winters has taken special work in science in the summer schools of the University of Michigan and Columbia University.

He holds a high school life certificate, and he is a member of several organizations. Among these are the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the Southeastern Ohio Teachers' Association, the National Educational Association, the Tri-State Teachers' Association, the Knights of Pythias and the Benevolent and Protective Order of Elks, and the faith to which he gives allegiance is that of the Methodist Episcopal Church.



FRANK E. RINEHART

Was born in Preble county, Ohio, May 29, 1875, on the farm conducted by his father, Henry Rinehart, a most reputably known citizen of German descent, who with his mother Lydia A. Rinehart, of English descent, took great interest in his earlier education. They sent him to the district school of his home, and later to the graded schools and high school of West Alexandria, graduating from the latter in 1893. He then attended Antioch College at Yellow Springs for two years, after which he taught successively until the present time, spending three summers in the Ohio Northern University at Ada, from which he graduated in 1903. In 1896, MR. RINEHART took charge of a school in Gasper township, Preble county, and after teaching there for two years removed to Lanier township, where he taught for two years also. He then was

appointed superintendent of the township high school, holding that position for a year, and for the past three years he has been superintendent at West Alexandria. Under his management the schools have been advanced to a high degree of efficiency, and he commands the confidence and respect of the entire community.

Mr. Rinehart is an active member of the Masonic order and the Knights of Pythias, also the Ohio Teachers' Reading Circle, the N. E. A., and the Southwestern Ohio Teachers' Association, S. W. Ohio Superintendents' Round Table, and he is one of the County Examiners of Preble county.

On August 18, 1903, he was married to Miss Nellie Burlner, a lady of excellent attainments, and they have a bright boy baby, Huston Henry Rinehart, to cheer their home.



STANLEY LAWRENCE

This popularly known school instructor is a native Ohioan, having first seen the light in Fairfield County, this State, on June 12, 1869, his father being Levi Lawrence, a merchant of the village of Amanda. After attending the schools of his native village, Mr. LAWRENCE received his academic and professional training in the Normal Colleges at Lebanon, and at Ada, Ohio, later doing work in the course in school supervision in the Ohio University at Athens. He was granted a state certificate in 1897.

Mr. Lawrence began his teaching career in the grades of the Amanda schools in 1887 where he remained for two years. He then taught in a country school and as principal at Clear Creek, Ohio, until 1895 when he was

assigned in charge of the schools at Amanda, Ohio, and subsequently was elected superintendent of the schools at Basil, Ohio. He served for four years in that position, resigning to accept a call to New Holland, being offered a similar position there, and this office he continues to fill in the most competent manner.

Mr. Lawrence is a member of the Masonic fraternity, the Order of the Eastern Star, and the Methodist Episcopal Church. He is active in Teachers' Associations and is proving himself a sterling school man. In 1892 he was married to Miss Elnora Varus, and they have a most promising family of two sons and two daughters.



JAMES ETHAN COLE

The above named is known as an educator of much merit and ability and as a scholar of erudite attainments. Under his leadership as principal of the high school at Norwalk, Ohio, a high degree of efficiency has been maintained and his services have proved eminently satisfactory to all interested.

JAMES ETHAN COLE is of Ohio birth, having been born at Norwalk, June 26, 1868, son of George W. Cole, carpenter by vocation. He attended the common and graded schools, graduated from the Norwalk high school in 1888, and then took a four years' course at Buchtel College, graduating in 1892 with the degree of Bachelor of Arts. He entered upon his professional career the following September

as a teacher in the Ohio Central Normal College at Pleasantville, and on leaving there acted as financial agent of Buchtel College up to July, 1894. For the succeeding year he was instructor of physics and chemistry at the high school in Akron, Ohio, and since 1895 he has held the principalship at Norwalk, his birthplace, whose citizens hold him in the warmest regard.

Mr. Cole is a member of several educational organizations, including the Phi Delta Theta fraternity and is affiliated with the Order of Odd Fellows. In June, 1896, he was united to Miss Anna H. Auble, and they have two bright children, a son and daughter.



CARL G. PEMBERTON

The status of the public schools in Ohio is of the highest, most creditable character, and exhibits in no uncertain light the great effectiveness of our present educational system. The requirements and qualifications now demanded from those who would engage in teaching are also far more exacting than at any previous time, and thus the standard of ability and resources are maintained at the greatest plane of excellence.

The subject of this sketch, **MR. CARL G. PEMBERTON**, has had ample experience as a public instructor, having been engaged in teaching for over a dozen years, and his mode of discipline and method of imparting instruction have been uniformly successful. Mr. Pemberton, who was the youngest child, but one of nine, was born in Roseville, Ohio, March 8, 1876. His father, Thomas E. Pemberton, is a member of the Board of Deputy State Supervisors of Elections for Muskin-

gum County. Of the family of nine, three brothers and two sisters now survive. Carl G. Pemberton was educated in the public schools of Roseville, Ohio, and at the early age of sixteen graduated from the high school. In the fall of 1892, the same year of his graduation, he began teaching in the country schools. In 1900, having duly "earned his spurs," he was appointed principal of the Roseville High School, the duties of which he still continues to discharge with the most creditable results.

Mr. Pemberton is secretary of the Clay Township branch of the Ohio Teachers' Reading Circle, is affiliated with the Masonic Order and Knights of Pythias, and is an attendant of the Methodist Church. He was united in marriage to Miss Ada May Rider, on June 30, 1898, and this happily mated couple have one child, a winsome daughter named Helen.



JOHN FRANKLIN SEAGREAVES

The youth of Ohio have occasion to rejoice that in their state is exemplified the grandest free school system in the world, a system that is being fully taken advantage of and is turning out citizens who may well be a pride to their country. To the high standard of efficiency maintained by the teachers is this commendable excellence mainly due, as well as to the lavish expenditures made up by the State for school purposes.

A worthy representative of the noble army of teachers is found in Mr. JOHN FRANKLIN SEAGREAVES, the popular principal of the East School building at Middletown, Ohio. In every respect he is thoroughly talented, experienced and capable; his career has amply demonstrated the possession of these qualities.

Mr. Seagreaves was born in Fremont, Ohio, February 11, 1877, his father being James Seagreaves, a prosperous farmer. He was a pupil in the district school near Fre-

mont for a number of years, and then attended the high school at Eaton Rapids, Michigan, from which he graduated in 1895. He now began teaching in the country schools of Eaton county, Michigan, and retired at the end of two years to enter the Michigan State Normal College of Ypsilanti, from whence, after a successful course of studies, he graduated in 1899. Shortly after this he was appointed principal of the grammar school at Miamisburg, Ohio, and after two years' service in this capacity, accepted an offer from Middletown to become principal of the East Building there. In this position he continues to direct affairs with uninterrupted success.

Mr. Seagreaves is a member of the Southwestern Ohio, the Central Ohio, and the Butler County Teachers' Associations, is affiliated with the Masonic fraternity, and his place of worship is the Presbyterian Church.



GILBERT L. BROWN

To become a successful disciple of that most exacting of modern vocations—the public school teacher—makes necessary the possession of more varied requirements than are demanded in any other calling, among them being a thorough, practical education, strong executive ability, personal magnetism, untiring labor, and an infinite amount of patience; without these qualifications in a more or less pronounced degree, success is impossible.

These necessary requirements are possessed in marked degree by Mr. GILBERT L. BROWN, the popular principal of the Crooksville High School, who has achieved a most signal success in the educational world. He is a self-made man, as the term goes, having attained to his present honored position by assiduous study, work, and indefatigable persistence. When his broad preparation by education, experience and training is considered, his ad-

vancement in his professional career is but natural and legitimate.

Mr. Brown was born in Crooksville, October 27, 1876, son of Alexander Brown, a representative potter and farmer, and he was one of a family of three sons. He early attended the country schools and the schools of Crooksville, and began his career as a teacher in the latter place in 1897. He proved so successful in his chosen vocation that his merits were not allowed to pass unrecognized, and so, in 1901, they were rewarded by his being promoted to the principalship of the High School of Crooksville. A well deserved elevation, and one that he is doing full justice to.

Mr. Brown is a member of the Ohio Teachers' Reading Circle, also of the Methodist Church, and both in educational and social circles he is held in universal esteem.



RUFUS G. RUSSELL

This gentleman is an admirable representative of all that is progressive and up-to-date in Ohio's splendid public school system, as he ever keeps fully abreast of all advances made in educationalism, and his methods are of the most commendable order.

RUFUS G. RUSSELL is an Ohioan by birth, having been born at Aid, Lawrence county, April 17th, 1872, on the farm of his parents, George and Julia A. Russell, a most estimable couple. His early education was received in the public schools of his home county, and then followed a course in the Ohio Normal University at Ada, Ohio, from which excellent institution he graduated in 1902. Mr. Russell began his professional career as a teacher at Oak Ridge Furnace,

Ohio, going later to Waterloo, Ohio, and various other furnace schools, afterward becoming an instructor in the high school at Burlington, Ohio. In 1900 he was appointed principal of the Campbell Building at Iron-ton, Ohio, and is continuing to most successfully administer the duties of this incumbency.

Mr. Russell is a member of the Lawrence County Teachers' Association, and was formerly president of that organization. He is also a member of Myrtle Lodge, No. 27, Knights of Pythias.

He was married to Miss Maud M. Mossman, who was also a teacher, on August 29, 1894, and they have three bright boys to cheer their home.



ED. A. EVANS

A most successful Ohio educator, now superintendent of schools at Chicago, this state, was born at St. Louisville, Ohio, in 1867, son of William D. and Amanda Bell Evans. William D. Evans is a farmer. The subject of our sketch was therefore a farmer boy, and learned the ways of farm life. After concluding the studies of the country school near his home, he attended high school at Hanover and Pataskala, Ohio, graduating from the latter institution in 1891. He also performed summer work in the University of Michigan, at Lakeside, Ohio, and work in the Normal school at Pataskala. In the year 1887, he began teaching in the country schools of Licking County. After spending four successful terms in this work, he was called to St. Louisville, in the same county, where he organized the high school, became superintendent, and had the honor of graduating the first class turned out by that institution. Thence he went to Pataskala as principal of the high school, and later officiated there as

superintendent for four years. On resigning from the latter position he went to Chicago, Ohio, as superintendent, and under his direction the schools have made much progress ranking with the best in the state. MR. EVANS was County School Examiner in Licking County for three years, served as a member of the executive committee, and president of the County Teachers' Institute of the same county. He is now a member of the executive committee, superintendents' section, of the Northwestern Ohio Teachers' Association, an ex-member of the Central and Eastern Ohio Teachers' Associations, and now holds membership in the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the Northwestern Ohio Teachers' Association, the Knights of Pythias and the Masonic body. Mr. Evans was granted a life certificate by the Ohio State Board of School Examiners in 1900. In 1895 he was married to Miss Sarah J. Locke. To this union there have been born three sons and two daughters.



PROF. S. M. GLENN, Jr.

Among those of the younger generation of school teachers who have made their mark as public educators of signal ability, must be included the gentleman whose name forms the caption of this sketch. His promotion has been rapid and he has a most promising future before him.

S. M. GLENN, JR., was born in Venango county, Pennsylvania, in 1878, son of the Rev. S. M. Glenn, a Presbyterian minister of note, whose present field of labor is at Wooster, Ohio. His educational training as a child and youth was secured in the public schools of Ohio and Pennsylvania, and was followed by a course in the Wooster University, from which he was most creditably graduated in 1900 with the degree of Bachelor of Arts.

Immediately after graduating he was appointed principal of the high school at Ottawa, and after giving two years' efficient services there, went to Continental, Ohio, as superintendent of schools, remaining there for two years more, when, in 1904, he was elected superintendent of schools at Huron, Ohio, a position he still continues to fill in the most approved manner. In his teaching, he is an enthusiast in *Natural Science*.

Professor Glenn holds membership in the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, the Ohio State Teachers' Association and the Ohio Teachers' Federation, is affiliated with the Masonic order, and is a worshiper in the Presbyterian Church.



WILLIAM ALDERMAN MATHENY

Although but a recent acquisition to the great army of active workers in Ohio's educational system, yet the above named gentleman brings to bear in his labors a thorough equipment in training and natural aptitude for school teaching.

MR. MATHENY is a native Ohioan, born in Athens county, February 20, 1882, son of Charles Harper and Emaline Matheny. The latter was also born and bred in Athens county, and his wife, a native of Pennsylvania, has lived in this county since childhood. Besides our subject there were two daughters in the family; one of these, Miss Nora Matheny, was married to Mr. Robert Graves, of Nelsonville, Ohio, and superintendent of a coal mine in that section.

William Alderman Matheny attended the rural schools of his birthplace for eight years, received his first teachers' certificate at the age of eighteen, and in 1901 began teaching in his home school, being master of the same for a year. He then entered the Ohio University at Athens, Ohio, for a five years' course, graduating in the class of '06 with the degree of Bachelor of Philosophy. During one summer he worked on the Hocking Valley Railroad as a section hand, in order to secure money to enable him to finish his college studies. Mr. Matheny was prominent in both the literary

and athletic interests of his alma mater. He filled the position of right end on the O. U. football team of 1902, was also catcher on the O. U. baseball team the same year, manager of the basket ball team in 1903, president of his class in 1903, class orator, 1903, and president of the Athenian Literary Society, 1903. He was delegate to the National Convention of the Beta Theta Pi, the Greek letter national society, held at St. Louis, 1904, in 1902 a delegate to the National convention of the Young Men's Christian Association held at Lake Geneva, Wisconsin, and in 1903 was secretary of the Athens county teachers' institute. He is township superintendent in Walnut township, Fairfield county, a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Fairfield County Teachers' Institute and the Ohio Teachers' Federation.

Mr. Matheny was school superintendent for one year at Trimble, Athens county, Ohio, and was appointed superintendent at Thurston in 1904. He is now school supervisor of the township, having under his charge fourteen buildings, twenty-one teachers, an enrollment of 150 scholars in Thurston, with average attendance of 120. Under his regime the schools have greatly increased in efficiency, and his ability and popularity are indisputable.



CHARLES M. DAVIS

Superintendent of schools at Berlin Heights, Ohio, was born May 16, 1876, at Brownhelm, Lorain county, Ohio, his parents being Lucy A. (Brooks) Davis and Alanson G. Davis, who is connected with the freight office of the Lake Shore and Michigan Southern Railroad at Ashtabula, Ohio. His education was secured in district schools of Erie and Huron counties, at Wakeman, Florence and Vermilion townships, in the Vermilion high school, which he attended for three years, and by a course in the Ohio Northern University, from which he was graduated in July, 1901. His experience as an educator began in district schools in Vermilion township; then he became master of the primary department at Florence, Ohio, and later principal of the

Florence high school, where he remained for three years. Four years ago he was elected to his present position at Berlin Heights, and has most ably fulfilled its duties.

Mr. DAVIS received a state life certificate when but twenty-two years old. In 1899 he was appointed county examiner of Erie county, and was re-appointed to that office on August 31, 1904. He is a member of the Erie County Teachers' Association, the Ohio State Teachers' Association, the Northwestern Ohio Teachers' Association, and Lake View Lodge, No. 391, Knights of Pythias.

On June 16, 1903 he was married to Miss Jennie P. Scoville, of Ashtabula, Ohio, and the couple have a pleasant home at Berlin Heights.



PROF. WILLIAM M. SCHUMACHER

The present superintendent of schools at Deshler, Ohio, has had a most successful career as a public educator, and being still a young man the future is full of possibilities for him.

WILLIAM M. SCHUMACHER was born in Archbold, Ohio, in 1873, son of William Schumacher, and his early education was obtained in the schools of that village. Thence he went to Iowa, and it may be here stated that about one-half his earlier education was secured in rural schools, the other half in graded schools. On completing the studies offered in these he entered Angola College, and after a course of studies there, was graduated from

that institution in 1903, with the degree of Bachelor of Science.

As superintendent at Deshler, Professor Schumacher has amply demonstrated his worth and fitness for the position, the schools now being in a greater degree of efficiency than ever before, and his popularity is unmistakable.

Professor Schumacher is a member of the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, and the Disciples' Church.

In 1897 he was married to Miss Mary Bolley, and they have had three children, two boys and a girl, and of these one of the sons is deceased.



E. E. KIRKPATRICK

As the superintendent of schools at Delhi, the above named gentleman has achieved a distinct success. He is an educator of advanced ideas, up-to-date and progressive, and his methods are thoroughly commendable in every respect.

MR. KIRKPATRICK was born in Brown county, Ohio, November 13, 1875, on the farm of his father, Alexander Kirkpatrick, and at an early age began attending the district schools near his home. He also studied for four years in Decatur county, Ind., one year in Lebanon, a year in Milford and a year at Mount Carmel. In the spring of 1898 he began teaching in a district school in Clermont

county, remaining there three years, when he was appointed principal at Tobasco, and after concluding his services there and a short term at Addiston, Ohio, he went to Delhi, where he had been elected superintendent, and he has served most efficiently in this capacity since he entered upon the duties of that office in 1902. The attendance of pupils has largely increased, and the schools are now in an excellently productive condition.

Mr. Kirkpatrick is a member of the Independent Order of Odd Fellows, also the Hamilton County Teachers' Institute, and he maintains a reputation of the most creditable character.



E. A. RICHARDSON

The training that was undergone by this gentleman prior to beginning his professional career extended over a long period of years, and was of the most complete and valuable character.

MR. RICHARDSON was born in Shanesville, Tuscarawas county, Ohio, May 28, 1868, on the old homestead of his parents, Allen and Elizabeth (Miller) Richardson, and his education was begun at an early age. He attended the Shanesville village school six years, the Shanesville high school three years, the Northeastern Ohio Normal School at Pierce Ohio, two years, Smithville College four years, graduating with the class of 1887; Wooster University summer school three terms, North Philadelphia Normal School two years, and took a commercial course in Bixler's Business College at Wooster, Ohio, graduating in 1884. He holds a high school eight-year professional certificate, and has four years in Latin, physics, general history, rhetoric, psychology, geology and pedagogy, graduating in pedagogy in 1904.

Mr. Richardson began teaching in 1888 at Shanesville, Tuscarawas county, Ohio, remaining there until 1890, when for a year he officiated as instructor of penmanship in the Coshocton public schools. He then became

superintendent for four years of the township school at Boonetown, Holmes county, after which he was appointed superintendent at Wilmot, Stark county, for three years. The next two years he served as superintendent of the Burbank high school, and then, after being superintendent at Navarre, two years, he went to Shreve, Ohio, in 1903, as superintendent, and has since continued in this capacity with uninterrupted success. He is assisted by six capable teachers and has an average attendance of 260 pupils.

Mr. Richardson is a member of the Presbyterian Church, president of the Bi-Valley Association, ex-vice president of the Ohio Teachers' Federation, and an active member of the Central Ohio Teachers' Association, the Ohio State Teachers' Association, the Bi-County Teachers' Association, the Wayne County Teachers' Association, and the Ohio Teachers' Reading Circle on an eight year diploma.

In 1889 Mr. Richardson was united in marriage to Miss Celia Merilla, of Koch's, Wayne county, Ohio, and they have a charming family of three sons and three daughters. Of these Hazel, Florence, Allen and Eddie are now attending school at Shreve.



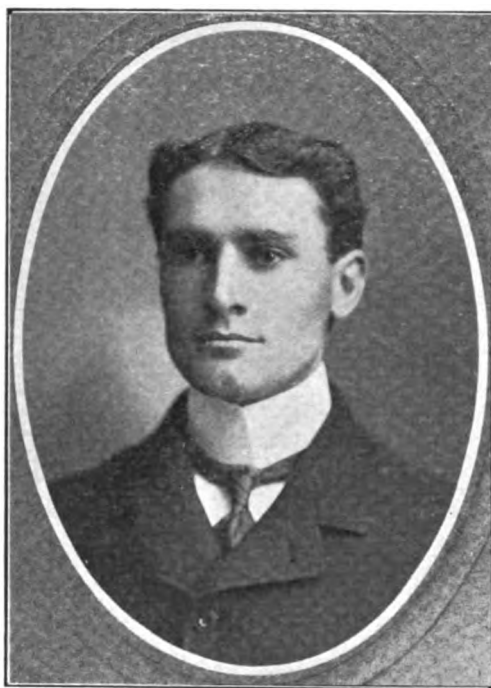
L. E. EVERETT

The above named is a gentleman of broad experience, sound executive judgment, and the most scholarly attainments, and he is most popularly known in educational circles. L. E. EVERETT was born December 7th, 1871, in Tuscarawas county, Ohio, and reared on the farm of his parents, George W. and Julia Josephine (Kinsey) Everett. For eight years he attended a rural school in his home county, and then was a pupil in the high school at Gnadenhuetten, Ohio, from which he graduated with the class of 1889. He next took a year's work at New Philadelphia, graduating in 1890, and then spent two years in the preparatory and freshman classes of Oberlin College, taking the classical course. In 1893 he became a sophomore in Wooster University, and graduated in 1896 with the degree of Bachelor of Arts, receiving the further degree of Master of Arts in 1899. While in college, Mr. Everett took considerable interest in music, being a member of the noted Musical Union at Oberlin, and a College Quartette and the Glee Club at Wooster. The drill received along this line has been of considerable value to him in his subsequent work. In 1891 Mr. Everett

began his career as a teacher in a rural school of Tuscarawas county, continuing there for a year.

From 1896 to 1898 he was superintendent at Apple Creek, Ohio, and from 1898 to 1901 officiated as principal of the high school at Uhrichsville. In 1901 he was elected superintendent of schools there, and still holds this responsible position, whose duties he so efficiently discharges. There are three buildings, twenty-five regular teachers, and one special (music) teacher under his supervision and the average attendance of pupils is 1,060. Mr. Everett has served on the executive committee of the Tuscarawas County Institute for the past three years, is a member of the different local educational associations, as well as the Ohio State Teachers' Association, and the National Educational Association.

He is a member of the M. E. Church, and is prominently connected with the Masons, being a Knight Templar and the Recorder of his Commandery. In 1900 Mr. Everett was married to Miss Ella Holmes, of New Philadelphia, and they have an interesting daughter to brighten their home.



ARTHUR L. GANTZ

Franklin county possesses many of the best trained and best equipped educators in the State of Ohio, and to this is due the high status of the schools and colleges in operation in this county. Reynoldsburg presents its able representative in Mr. ARTHUR L. GANTZ, superintendent of schools, who is an instructor of sound experience and tried capacity, one who maintains the departments under his charge at the highest state of efficiency and usefulness.

Mr. Gantz is a native of Ohio, having been born at Harrisburg, this State, March 30, 1877, on the farm of his father, Theodore Gantz. He attended district school in Pickaway county until twelve years old, when, for three years he was a pupil in Grove City schools. In 1892 he moved to Westerville entering the high school there, from which

he successfully graduated in 1895. Mr. Gantz began his professional career as Principal of the High School at Shiloh, Richland county, a most auspicious commencement, and his next position was that of instructor at the High School of Worthington, Ohio. This position was held by him for two years, and in 1903 he was appointed Superintendent of the Reynoldsburg schools, his present charge, and he continues to direct affairs there with the most substantial results. Mr. Gantz holds the degree of Bachelor of Philosophy conferred by Otterbein University, 1900, is a member of the executive board of the Franklin County Teachers' Association, and an attendant of the Presbyterian Church. In 1901 he was united to Miss Jessie L. Kohr, of Westerville, Ohio, and they have an interesting family of three children — Dorothy M., Arthur L., and Ralph Milton Gantz.



CYRUS LOCHER

It is a marked compliment to the teachers of the Buckeye State to point out the fact that the major number of them began their professional careers when quite young, and, so, their subsequent success is all the more to be commended. MR. CYRUS LOCHER, though one of the youngest superintendents in the State, is yet most thoroughly equipped in education and experience and is carving out an excellent record. He was born at Bluffton, Ohio, in 1878, his father, Christian Locher, being a farmer and live stock dealer. His early learning was secured in country schools, after which he attended the high school at Pandora, Ohio, and on graduating

therefrom he entered the Ohio Wesleyan University at Delaware, Ohio, and was graduated from that institution in 1903 with the degree of Bachelor of Arts. He also won honors in his Senior year as an inter-collegiate debater and was chosen commencement orator. He was, later in the same year, elected superintendent at Woodsfield, Ohio, and has amply fulfilled the expectations that were held of him.

Mr. Locher is a member of the Ohio Teachers' Reading Circle, the Ohio State Teachers' Association, the Eastern Ohio Teachers' Association.



W. A. MORRIS

This gentleman is a largely self-taught public educator, though he has also had ample common school and college training. He has studiously followed teachers' work as exemplified in various methods, has selected the best of each for his own guidance, also introducing new ideas, and the schools under his direction are developed to a high state of excellence and efficiency.

W. A. MORRIS was born in Gilmore, Tuscarawas County, March 5, 1875, on the farm of his parents, H. C. and Susie (Mears) Morris, both of whom are also natives of this county, and both living. His first educational knowledge was obtained by three years' attendance at the Westchester schools, followed by five years spent in the Rush Township grade school, and two years in the Rush Township high school, from which he graduated in 1894. Mr. Morris then took a two years' literary course at Scio College and attended the summer normals at Scio for two

terms. His professional career was inaugurated when he took charge of a rural school in Perry Township for a year. He then taught in Clay Township for a term, in a Mill Township rural school for five years, and in 1902 he reached promotion by being elected principal of the Main Street School Building, in Uhrichsville, Ohio. There are nine capable teachers under his direction, and the average number of pupils in attendance is 300.

Mr. Morris is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Association, and the Tuscarawas County Institute, also being affiliated with the Knights of Pythias, Red Men, Red Men's League, Modern Woodmen of the World, Rathbone Sisters and the Daughters of Pocahontas. In 1901 he was married to an estimable lady, Miss Netta K. Crim, of Harrison County, Ohio, and a graduate of Franklin College; they have a bright baby girl.



PROF. H. E. HALL

The above named gentleman has long been an active and most efficient factor in Ohio's magnificent public school system, and he sustains an excellent reputation in educational circles.

H. E. HALL was born near Weston, Ohio, on a farm owned by his father, Lewis Hall. His early education was secured in country schools, in which he was noted as an assiduous scholar. Then came valuable courses at Middleport, Lebanon and Ada, with graduations in the classical course at Middleport and in the scientific course at Lebanon, with the degree of Bachelor of Science from the latter institution.

Professor Hall began teaching in 1894, and first had charge of a country school for three

years. He then became superintendent of schools successively at Randolph, Scotch Ridge, Jerry City, and in 1904 at Cygnet, Ohio, his present position, and his services have ever proved eminently capable and satisfactory.

Professor Hall is serving as a member of the County Board of Examiners, is allied with the Masonic and Odd Fellows' Orders, and holds membership in the Ohio Teachers' Reading Circle, the Northwestern Ohio Teachers' Association, and the Allied Teachers' Federation of Ohio. In 1901 he was married to Miss Jennie Kirk, and as a result they have two bright children, a son and daughter — G. Stanley and Frances W. Hall.



H. Z. HOBSON

The above named has been actively engaged as a public school instructor for almost a score of years, and during that lengthy period of service has fully demonstrated his fitness for the profession chosen by him for his life-work.

H. Z. HOBSON is a native of Ohio, his birthplace being New Alexandria, Jefferson County, his natal day April 18, 1867. Both his parents—James A. and Henrietta (Betton) Hobson, were born in Jefferson County, and are still living on their farmstead there. Our subject, reared and working betimes on the farm, attended the district school of Wells Township for twelve years, then took a three years' preparatory course at Mount Union College, Alliance, Ohio, and a four years' scientific course in the same institution, from which he graduated in the class of 1895, with the degree of Bachelor of Science. He holds a common school life certificate, and a four-year diploma in the Ohio Teachers' Reading Circle.

Mr. Hobson began teaching in 1886 in a district school in Jefferson County, and has taught whole terms or parts of terms in every succeeding year since that time, making a

grand total of 155 months that he has been in actual service. He taught one year in his first school, four years in other Jefferson County district schools, one year in Stark County, three years at Portland Station, a two-room school, superintendent at Empire Village, three years, and superintendent at Salineville two years. In 1899 he went to Dennison, Ohio, having been elected superintendent of schools there, and under his leadership the most satisfactory results have been achieved. There are three buildings, twenty-two assistant teachers and a special music teacher, and the enrollment of pupils approximates 900.

Mr. Hobson is a member of the National Educational Association, the Ohio Teachers' Reading Circle, the Tuscarawas County Institute, the Eastern Ohio Teachers' Association, the Ohio Valley Superintendents' and Principals' Round Table, and the Independent Order of Odd Fellows, and Free and Accepted Masons. In 1891 he was married to Miss Jessie B. Hunter, of Jefferson County, and has now a family of two girls and a boy, two of whom are now attending school.



S. B. HYDE

MR. HYDE is well known among his co-workers in the educational fields in Ohio, especially so in Fairfield county, where he has resided his entire life. He was born in Rushville, Richland township, Fairfield county, Ohio, and his parents, J. K. and Elizabeth (Kerr) Hyde, were also both born in this county. They were engaged in farming and still reside on the old homestead. Their family comprised five sons and four daughters, all of whom are living and grown to maturity. Our subject began attending school at Rushville at an early age, was a scholar there eleven years, and then took a three years' course at the Pleasantville High School, from which he graduated in 1902. He received his first teachers' certificate in the same year and

began teaching in a district school near Pleasantville. He now holds a two year county certificate and is in charge of the intermediate grades of the school at Rushville. His class average twenty-seven in attendance and he directs affairs with such prudence and sound judgment as to secure the most beneficial results.

Mr. Hyde is a member of the Masonic order, the Ohio Teachers' Reading Circle, the Fairfield County Teachers' Institute, the Southeastern Ohio Teachers' Association and is an attendant of the Methodist Episcopal Church. In both professional and private life he commands the esteem of all his fellow citizens.



MARIAN O'KELLIE McCAY

Our subject was born January 5th, 1883, in Delaware county, Ohio, on the farm of his parents, George and Letitia (Huddleston) McCay, both of whom were also natives of the Buckeye State, the former having been born in Delaware county, the latter in Knox county, the family was comprised of six sons and one daughter, and of these the daughter and one son are deceased. The survivors are: Fred B. McCay, a teacher in Delaware county; W. B. McCay a salesman in Sunbury, Ohio, two other brothers, and the subject of this sketch, who is the youngest of the five.

The latter received his early education in the district schools of Porter township, Delaware county, which he attended for ten years, and is now working his way through college by teaching school in winter and attending

college during the summer having already spent three summers at the Ohio Northern University at Ada, Ohio. He has also studied assiduously in private and is possessed of scholarly attainments of a very high character, while as a public instructor he has fully and most amply demonstrated his ability. At the age of sixteen, Mr. McCay begun teaching in a Delaware county rural school, near Sunbury, and after four years of service in that position went to the Sunbury High School as assistant principal and a Grammar teacher. He has an average attendance of some twenty-five pupils, and enjoys the personal regard, esteem and confidence of the entire school. Mr. McCay is a member of the Independent Order of Odd Fellows, the Ohio Teachers' Reading Circle, the Delaware Co. Teachers' Institute, and the Central Ohio Teachers' Association.



DR. A. V. LERCH

In enumerating the educational advantages of Pleasantville, the fact must be mentioned that, in the spring of 1904, was created here a special school district, and five members appointed to serve as a board of education, of which the above named gentleman was unanimously elected president. The other members of the board are as follows: E. R. Wooley, grain merchant, Henry Hoffman, farmer, T. H. Henry, merchant, J. A. Keller, hardware merchant.

The subject of this sketch, Dr. A. V. LERCH, was born in Morrow, Ohio, September 2, 1869, his parents being A. B. and Laura (McFarland) Lerch, both natives of Pennsylvania, who settled in Ohio early in their married life. His father was for years engaged in agricultural pursuits, but in the latter years of his life held the office of superintendent of the Morrow county infirmary. Dr. Lerch had two brothers, who reached maturity when their decease occurred. One of these, J. C. Lerch, a jeweler, died at the age of 28, the other, R. W. Lerch, a physician, died at 25.

Our subject's youthful education was obtained in the district schools of Morrow

county, which he attended for ten years, and two years later studied in the high school at Mount Gilead. For the succeeding two years he traveled as salesman for a Pittsburg Cigar manufactory, and on severing his engagement with that concern, in 1889 took up the study of medicine, entering for a three years' course the Starling Medical College at Columbus, Ohio, and he successfully graduated from that famed institution in 1892, as Doctor of Medicine. Prior to entering college he had studied for a year under the preceptorship of Dr. James, of Mt. Gilead. In 1892 he opened an office at Pleasantville, for the general practice of medicine, and has met with excellent success. He has been a member of the Pleasantville town council nine years, and president of the same for the past two years. He is also affiliated with the Masonic order, the Knights of Pythias, and the Methodist Episcopal Church.

In 1893 Dr. Lerch was married to Miss Lida C. Chick, of Chattanooga, Tennessee, and they have one child — a son — who is now attending school.



CHARLES H. LAKE

The above named was appointed to the office of superintendent of the schools at Alexandria, St. Albans township, Licking county, in 1904, and his extended training, executive ability, and thorough scholarship, admirably adapt him to efficiently discharge the duties of the position.

CHAS. H. LAKE was born in Licking county, Ohio, on January 2, 1879, on the farm of his parents, William and Eva Brooks Lake. He was reared on the old homestead and received his early education in the rural schools of Licking county, after which came a two years' preparatory course in Wooster University. He has taken one term in the Chicago University, gaining several major credits from there. In 1889 he was granted his first certificate to teach a rural school in Licking county.

After a year in that capacity Mr. Lake for three years officiated as head teacher of the grammar school at Granville, Ohio, and after acting for a year as superintendent of Hamilton township, Franklin county, he accepted the invitation to become superintendent of the schools at Alexandria, which have become greatly improved under his management. Mr. Lake has three assistants and the average attendance of scholars is 145.

Superintendent Lake is a member of the Presbyterian Church, the Ohio Teachers' Reading Circle, the Licking County Teachers' Institute, the Masonic order and Knights of Pythias, and he possesses a genial personality that commands for him the esteem of all who know him.



JAMES E. YARNELL

For about a quarter of a century the above named gentleman has been an active factor in aiding in the magnificent development that has been characteristic of the onward progress attained in the growth of Ohio's splendid educational system. His methods of teaching are based on a common sense platform and are productive of the most beneficial results.

JAMES E. YARNELL was born in Paris, Illinois, October 31, 1863, son of the Reverend Lemuel Yarnell, a minister in the service of the Baptist Church, and one who, in his time, attained to a considerable degree of prominence. Our subject removed to Ohio when quite young and received his earlier education in the public schools of his adopted state. Later he took a preparatory course in the Denison University, the course extending over a period of three years. Thence, after an interval spent in teaching, he went to the Hahnemann College, Chicago, studied at that institution for three years more, graduated with honors in 1888 with the degree of Doctor of Medicine.

In 1880 Superintendent Yarnell began his

professional career by taking charge of a district school in Montgomery county. He spent five years in this work, and then, after completing his college course, he went to Farmersville, Ohio, where he continued for two years more. The succeeding three years saw him superintending the schools of Selma, Ohio, and then he went to Wapakoneta, having been elected principal of the high school there, a position he filled most acceptably for six years. Next he practiced medicine for two years in Woodstock, Ohio, and three years ago gave up practice to accept the superintendentship at Versailles, which incumbency he still continues successfully to hold.

Mr. Yarnell is a progressive man and has done summer work at various institutions. He holds a high school life certificate issued by the state board in 1891, is a member of the teachers' institute and other organizations and enjoys the esteem of all who know him.

On August 16, 1883, he was married to Miss Vicena Howe, and they have two interesting children, a son and daughter, named Sidney and Alice Yarnell.



DAVID C. ELDER

This gentleman is recognized in the educational world as a thoroughly trained, expert, accomplished teacher, and an honor to the profession he so ably represents. Mr. Elder is a typical Buckeye, born and reared in Coshocton county, Ohio, on the farm of his parents, John M., and Mary B. Elder, his natal day being May 27, 1877. There was one other member in the family—a brother, who is now a prosperous merchant in Walhonding, this State. Our subject received a most thorough education, his attendance at school and college covering a period of thirteen years. For eight years he was a pupil in a rural school of Coshocton county, then attended the West Bedford High School for two years, the Roscoe High School one year, and the Frazeysburg High School one year, and next took a year's course in Muskingum College, New Concord, Ohio. He began teaching in 1897, his first charge being a Coshocton county rural school, of which he was master two

years, and the succeeding two years saw him installed in the school at Blissfield, Coshocton county. He next taught a Coshocton county district school for a year, succeeding his brother, who retired from the teaching profession to enter mercantile life. In 1903 he went to Centerburg, Hilliar township, Knox county, as teacher of the grammar school, and this position he still holds. He has an average attendance of twenty-five pupils and his department is maintained at the highest standard of excellence.

Mr. Elder holds a two years' teacher's certificate, is a member of the Ohio Teachers' Reading Circle, the Knox County Teachers' Institute and the Presbyterian Church, and he is held in highest esteem in educational and social circles.

At present, assistant superintendent and teacher in Sabbath school, also president of Christian Endeavor Society.



DELBERT L. HINES

One of the main causes for civic pride on the part of the citizens of Columbus and vicinity is that of the admirable school system which prevails, the large number of fine schools and the excellent discipline that marks their management. With the suburban schools the same rule exists, and a good example of these is found in the school at Gahanna, of which Mr. DELBERT L. HINES is the efficient superintendent.

Mr. Hines was born in Ashville, Pickaway County, Ohio, April 5, 1876, on the farm of his father, F. J. Hines, a prosperous agriculturalist. After attending the country schools eight years he entered Capital University, Columbus, in the fall of 1894, taking a preparatory course of one year, and then entering upon a four years' course. He was an industrious, close student, and graduated with honors in 1899, receiving the degree of

Bachelor of Art. After graduation he passed six summer weeks at the Normal School in Circleville, and in 1901 attended the summer Normal at Ada, Ohio. In 1899 Mr. Hines was given his first incumbency, this being Truro Township District School No. 1. The affairs of this school were most successfully directed by him for three years, when he received the appointment of superintendent of the Gahanna School, and this position has been held by him since the fall of 1902, the various departments of the school being maintained at the highest point of efficiency.

Mr. Hines conducted a summer school in his building, summer of 1904 with substantial results. He is a member of the Franklin County Teachers' Association, the Ohio Teachers' Reading Circle, and a regular attendant of the Lutheran Church.



J. B. VINING

The excellence of the Ohio public school system is admirably demonstrated in every city, town and village in the State, for in each is to be found one or more progressive, thoroughly up-to-date schools, in charge of proficient instructors. Edison is no exception to the rule, but rather a shining example of it, for the schools there are maintained at a high state of efficiency, under the supervision of Mr. JOHN B. VINING.

This gentleman was born in Cardington, in 1874, his father being S. B. Vining, a farmer and mason by occupation, and a most esteemed citizen. Our subject first attended the district schools of his birthplace in Morrow County, Ohio, later entering the high school at Ashley, from which he graduated in 1893. He then taught a few years at Stantontown and Westfield in Morrow County, later taking a classical course in the Ohio Wesleyan University at Delaware, Ohio. After his college career, for two summers he taught Normal Schools at Ashley and Mt. Gilead. Being immediately elected to the superintendency of the Marengo public schools, there he remained three years, during which time said

schools were greatly improved and placed upon a firm basis. And while attending the Ohio University at Athens, Ohio, during the summer of 1904, he was called to the superintendency of the Edison, Ohio, public schools, which position he is filling with ability at present.

Mr. Vining has been for two years president of the Morrow County Teachers' Association, is an active member of the Ohio Teachers' Reading Circle, and has identified himself with the Methodist Episcopal Church.

About one year ago, Mr. Vining was appointed by Probate Judge M. W. Spear, a member of the Morrow County Board of School Examiners, being clerk of said Board at present. He is also affiliated with the Knights of Pythias.

He was married in June, 1903, to Miss H. Mae Gordon, an enterprising and successful teacher of Chesterville, Ohio. They have a pleasantly situated home in Edison. And may their future days be as happy and prosperous as their former ones have been glorious and honorable.



H. B. GALBRAITH

This gentleman has officiated as principal of schools at Uhrichsville since 1902, and under his leadership great progress has been made, the standing and efficiency of the schools being developed along lines that have been productive of the most substantial, gratifying results.

H. B. GALBRAITH, who is recognized as a talented, skilled educator, was born in Guernsey County, Ohio, November 6, 1876, and may be said to have come by birth into his present profession, as his father, William Galbraith, a native of Tuscarawas County, now deceased, was also a public school teacher, principally in the last named county, but also for some time in Indiana. His estimable mother, Eliza (Harding) Galbraith, also a native of Tuscarawas County, is still living. His early schooling was secured in a rural school in Tuscarawas County, which he attended for ten years, and then took a three years' scientific course in the Ohio Northern University at Ada, Ohio, graduating in the class of 1901, with the degree of B. S. He also attended two normals at Ada, 1902-3, and is a scholar

of profound learning, and high literary attainments.

Mr. Galbraith first taught school in 1896 in a Perry Township rural school, and then taught for two years at Westchester, in the same county. He next became principal of the school at Strawsburg, Tuscarawas County for one year, and in 1901 was invited to Uhrichsville to become principal of the Main Street Building, the duties of which were so satisfactorily performed by him that in 1902 he was unanimously elected principal of the high school. This is a school of the first class, and has an average attendance of ninety-five pupils.

Mr. Galbraith holds a five-year professional certificate, and a three-year diploma for work in the Ohio Teachers' Reading Circle, of which he is an active member. He is also a Royal Arch Mason, and a member of the Eastern Ohio Teachers' Association and the Tuscarawas Teachers' Institute. In 1903 he was married to Miss Evelyn Westhafer, a most estimably known young lady of Uhrichsville.



FRANK RAYMOND HARRIS

Among the most successful of the younger generation of educators engaged in the public school service of Ohio, must be included **FRANK RAYMOND HARRIS**, the popular principal of the high school at Greenfield, Ohio. He is an enthusiast in his work, thoroughly progressive and up-to-date in his methods, though not a "faddist," and the admirable success that is greeting his efforts is an assurance that he has not mistaken his vocation.

Mr. Harris is a Buckeye by birth, having been born in Greenfield, Ohio, April 19, 1880. Our subject, who was reared amid pleasant home surroundings, received his early educa-

tion in the public schools of Greenfield, graduating from the high school in 1897. He then took a full course in the Ohio Wesleyan University, graduating in 1902 with the degree of Bachelor of Arts, after which followed a post-graduate course at Cornell University. Later in the same year, having returned to Greenfield, he was elected to the position of principal of the high school and in this capacity he is fully demonstrating that he is "the right man in the right place." During the two years that Mr. Harris has been principal, the high school has more than doubled in attendance.



LOUIS C. KLINE

In the pedagogical world, a "charmed sphere" of itself, "ability" is the watchword and "untiring efforts" the motto in order to achieve success. There is in this vocation a ceaseless demand upon the knowledge, judgment and patience of the teacher. His work must be painstaking and thorough in order to be effective. To keep down that which is destructive, and to awaken that which is noblest and truest, and to fill the minds of the young with useful knowledge must be the aim and end of the teacher's ambition.

All these prerequisite qualifications are possessed in a full degree by Mr. LOUIS C. KLINE, principal of the Commercial Department in the Newark High School. This gentleman was born in Newark, Licking County, Ohio, April 27, 1866, son of Sarah F. and the Rev. Michael Kline, a Methodist minister of some prominence. Being afflicted with poor eyesight he did not attend public school until his thirteenth year, but prior to that was given private tutoring at home. From thirteen to sixteen years of age he attended the common schools of Logan County, and then entered upon a five years' course in the Central Ohio College, from which he graduated in 1888 with the degree of Bachelor of Arts. During his summer vacation he attended the National Pen Art Hall and Business College, from which he graduated in the summer of 1886. In 1889 Mr. Kline was an instructor of

Latin and English in the Central Ohio College, and then resigned on his being elected president of the Northwood College, a Covenanter Presbyterian School, which he filled up to 1892. In 1892-93 Mr. Kline took a theological course in Adrian College, Michigan, followed by a year's study of Greek, Hebrew and Science at the Ohio Wesleyan University. He taught two years in the Lima College. From 1895 to 1900 he was actively identified with the Methodist ministry. In 1900 he united with the United Brethren Conference. While a pastor of the U. B. Church at Ottawa, Ohio, he built a new church house and also organized a Business College which grew to be a strong school. He continued as pastor and president until 1904, when he sold the college and became connected with the Newark High School, being elected principal of the Commercial Department, a position he is filling with signal ability.

Mr. Kline is a member of the Central Ohio Teachers' Association, and the Ohio Teachers' Reading Circle. Also a member of the "Modern Woodmen of America." He is the author of a very practical system of bookkeeping, and is one of the best penmen in the State. He was married in 1892 to Miss Dot L. Creps, a student of Heidelberg University. They have one child an interesting Miss of eleven years.



CLARENCE M. BOOKMAN

The splendid status upon which the public school system as carried out in Ohio rests, is a magnificent tribute to the conscientious and efficient efforts of the teachers in control of that system. To become a successful teacher one must embody the highest intellectual and moral traits and qualities, together with a magnetism and honest aggressiveness that will make one's influence felt and appreciated.

MR. CLARENCE M. BOOKMAN, the popular professor of English and Algebra in the Newark High School, is adapted by nature for the teacher's calling, and this natural aptitude has been further enhanced in strength and practical value by the thorough course of training that has been undergone by him, and the vast store of knowledge he has accumulated.

Mr. Bookman was born in Greenfield Township, Fairfield County, Ohio, February

17, 1882, son of Fred and Catherine Bookman, who had a prosperous farm in that section, and he was one of a family of three sons, of whom two are now living. He attended the Fairfield country schools for six years, followed by a year in the Crawfis High School, after which he took a two years' preparatory course in Otterbein University, and then entered upon a four years' collegiate course, graduating June 15, 1904, with the degree of Bachelor of Arts. In 1904 he was elected to the professorship of English and Algebra in the Newark High School, and he is filling the duties of his position in the most efficient and creditable manner. Mr. Bookman is a member of the Philomathean Literary Lyceum, and he undoubtedly has a long and promising future in store for the exercise of his talents.



P. E. MILLER

The above named has been engaged in teaching for some ten years, during which period he has clearly shown himself to be a gentleman of rare scholarly attainments, and an instructor of more than average ability.

Mr. MILLER was born in Wayne county, Ohio, December 1, 1872, where his father, John Miller, who now lives in Holmes county, conducted a farming business. He was a scholar in the district school of his birthplace for nine years, then attended the high school at Shreve, five years, graduated with the class of 1893, and he also took a term in the summer normal at Wooster. He first taught two years in a Wayne county district school, beginning his duties on April 1, 1895, and for the succeeding eight years taught in other district and village schools in the same county, with the exception of one year spent in a Holmes county school. After an absence of

four years from the Shreve school he again returned on September 1, 1902, to assume charge of the grammar school and is still master of this department.

He has an average attendance of thirty-eight pupils, and is held in high regard by all his scholars.

Mr. Miller is a member of the Masonic order, the Modern Woodmen of America, Ohio Teachers' Reading Circle, Wayne County Teachers' Institute, and the Disciples' Church. Resigning from the Shreve schools at the breaking out of the Spanish-American war, he was a member of Company H, Eighth Ohio National Guard, and he went to the front with that organization, being among those who saw service at Santiago.

In 1902 he was married to Miss Mary F. Reynolds, of Wayne county, Ohio, and one child is the result of that union.



WILLIAM WALTER

For about a quarter of a century the above named gentleman has taken active part as one of Ohio's public educators, and he maintains a high reputation among his co-workers and the public. As superintendent of the Rushville school he has made a distinct success, bringing its various departments up to the highest status of effectiveness and productiveness.

Mr. WALTER was born in Hocking county, November 20, 1864, son of Mathias and Lydia (Ruff) Walter. The former a native of Germany, came to the United States in the thirties, and was an early settler in Hocking county, Ohio. His family consisted of four daughters and three sons all of whom are now living in Hocking county, with the exception of two sons, living in Fairfield county. Our subject for ten years was a pupil in a district school in Hocking county, afterward attending the Ohio University at Athens for one year, followed by three summer terms at Crawfis Institute, near Lancaster, Ohio, and in 1883 received his first teacher's certificate. He first took charge of a district school in Hocking county for two years, and then was master of an adjoining district school for three years, and for the five years succeeding was master of a Fairfield county rural school. The following seven years he filled the principalship

of the Sugar Grove High School, and in 1902 was promoted to a similar position in the Rushville school, whose status he has raised to a point reflecting the utmost credit upon his training and ability. There are thirty pupils in the third class, high school, and fifty-five pupils in the other departments, and two capable teachers assist Mr. Walter in the management of affairs.

Immediately after his first year's work as principal of the Rushville High School, he was elected superintendent of the Richland township schools in connection with his principalship of the High School.

His work as superintendent of the township schools seems to have been entirely successful. From many sources reports came to him, both directly and indirectly, that the schools under his supervision are now experiencing a degree of success never before attained.

Mr. Walter holds an eight year county certificate, is a member of the county board of examiners, also the Ohio Teachers' Reading Circle, the Fairfield County Teachers' Institute, and the Lutheran Church.

In 1889 he was united to Miss Sarah Kull, of Sugar Grove, Fairfield county, Ohio, and they have a family of three bright children, one of whom is now attending school.



R. H. ALLISON

A graphic commentary on the reason for American progress is found in the eloquent statistics compiled by the United States government and relating to our public school system. Last year one out of every five persons in the total population attended school, and every pupil cost the public \$22.75 for that year's instruction. While the cost was high the outlay was fully justified in the general improvement achieved, and the enhancement of the country's welfare and development, these being far in advance of any other country. No State in the Union has more magnificent school organization than Ohio, and very few are so generous in their expenditures in this regard.

Among the representative teachers in the Buckeye State army of educators must be included Mr. R. H. ALLISON, the genial and highly efficient superintendent at Ashley, Ohio. This gentleman was born at Sparta, Ohio, on September 16, 1879, the son of John Allison,

a prosperous stock dealer, and the family consisted of four sons and a daughter, of whom two sons and the daughter are now deceased. After attending the school at Sparta for a number of years, Mr. Allison entered the Ohio Wesleyan University at Delaware, Ohio, taking a full college course, graduating with a degree of B. S. from that famed institution in 1903. It was shortly after this event that Mr. Allison was appointed principal of the school at Ashley, and in 1904 he was further honored and promoted by being elected superintendent, the duties of which position are being met by him in the most capable, highly satisfactory manner, most creditable both to him and the community of which he is such a valuable member.

Mr. Allison is a member of the Phi Delta Theta fraternity, also of the Knights of Pythias lodge and the Methodist Church, and at all times keeps thoroughly in the van of educational progress.



FRANK O. HORTON

In conformity with the schools in other sections of the state, those at Loudonville are in an admirably efficient condition, being under the management of skilled public instructors. Among these is Mr. FRANK O. HORTON, principal of the high school. This gentleman is a native Ohioan, born in Rockland, this State, in 1879, and may be said to have been born into his present profession, as his father, Joseph H. Horton, the present superintendent of schools at Baltimore, Ohio, has long been engaged in the public school service and sustains a high reputation. Our subject, beside receiving an excellent home training, early attended the public schools of Fairfield county, later entering the Union Academy at Pleasantville, and finally taking a course in the Ohio University at Athens.

Mr. Horton's first experience began in 1899, far away from home, the school being one on the Pacific coast, in Oregon. He remained but a year there, when he returned to Ohio and was appointed to a Washington county school for a year, followed by a year in a Fairfield county school. Next he served as principal of the high school at Baltimore, Ohio, for a year, then as superintendent at Adelphia, Ohio, for one year, and in January of the present year he was appointed to the principalship of the high school at Loudonville, Ohio.

Mr. Horton is a member of the Masonic fraternity, and of the Ohio Teachers' Reading Circle. In 1903 he was united to Miss Clarissa Myers, an estimable known young lady, and they have a most pleasant home in Loudonville.



FRANKLIN PAUL GEIGER

This gentleman, the efficient superintendent of schools at Canal Dover, Ohio, is a public school and college bred man in the full vigor of manhood, possessed of the soundest judgment and strongest executive ability, and under his leadership the schools have been advanced to a plane of the highest, most creditable character.

FRANKLIN PAUL GEIGER is of Ohio birth, having been born on the farm of his parents, John J. and Mary (Schory) Geiger, (both native Ohioans and still living,) in Carroll county, January 25, 1870. The family comprised six members, and one other son, William H. Geiger, is also a teacher in Stark county. Our subject attended the rural schools in his home county for ten years, the Malvern High School one year, and in 1889 entered Mount Union College, at Alliance, Ohio, for a five years' classical course. He graduated in the normal course in 1892, in the commercial course with the degree of B. C. S., in 1894, and in the classical course the same year with the degree of Bachelor of Arts,

also winning as captain of cadets, the highest promotion possible. The State Board of Examiners granted him a common school life certificate in 1899 and in 1901 he captured the high school life certificate. He owes his splendid advancement almost entirely to his own endeavors and is now working for the degree of Master of Arts.

Mr. Geiger taught four years in the rural schools in Stark county. After graduation from college, he served one year as principal of the high school at Carrollton, Ohio, then he spent a year as assistant principal of the Lancaster (Ohio) high school. In the fall of 1897 he went to Canal Dover as principal of the high school and his work in this capacity proved so satisfactory that in 1902 he was unanimously elected to the superintendency, in which higher position he has given the most creditable services. There are three buildings and thirty teachers under his supervision, and the average attendance of pupils approximates one thousand. This flattering showing is made notwithstanding the fact that there are

parochial schools in the city which diminish the public school enrollment.

Superintendent Geiger is a member of the Ohio Teachers' Reading Circle, the Tuscarawas County Teachers' Institute, the Ohio Valley Superintendents' and Principals' Round Table, the Eastern Ohio Teachers Association, the Ohio State Teachers' Association, and the National Educational Association. He is school examiner, chairman of the executive committee of the Eastern Ohio Teachers' Association, treasurer of the executive committee of the Allied Educational Association of Ohio, a Knight of Templar in the Masonic body, and member of the Eastern Star, the

Knights of Pythias, and the Tribe of Ben Hur. At college Mr. Geiger was a member of the Alpha Tau Omega fraternity.

On June 17, 1896, Mr. Geiger was married to Miss Eleeta V. McConkey, daughter of Dr. and Mrs. William J. McConkey, Canton, Ohio. They have two children, Wendell Wellington and Hazel Rowena, the former of whom is now attending school. Mr. and Mrs. Geiger are regularly members of the Reformed and Presbyterian churches but since these denominations are not represented at Canal Dover, they have affiliated themselves with the Moravian Church.





T. ELMER TROTT

That great and noble army of teachers in Ohio, which comprises a membership of twenty-six thousand, has doubly earned and is most manifestly deserving of all the encomiums that may be showered upon it. It is the bulwark of the state, the rock-basis of its greatness and the constant pride of all the public-spirited citizens of the commonwealth.

A widely known member of this great educational fraternity is Mr. T. ELMER TROTT, the popular principal of the school at Byesville, Ohio. Our subject began his life work at a phenomenally early age, having been granted a certificate to teach when but thirteen years of age, but he did not begin teaching until his seventeenth year. His education was received in four years' study in the rural schools of Guernsey county, seven years in the Byesville school, and three years at Muskingum College, New Concord, Ohio, from which institution he graduated in 1902 with the degree of Bachelor of Science. Mr. Trott began teaching in 1890 in Byesville, and had charge of the grammar school for one year. He then became master of a rural school for a year, presided over the village school at Robins' Postoffice four years, ruled in a Pleasant City

school one year, taught in the Muskingum College Normal Summer school for two terms, and for five years was superintendent of the Byesville school. At his own request in 1903, he was appointed principal of the latter, a position he continues to fill with uninterrupted success. There are fifty-five pupils under his guardianship, and the special branches taught by him are mathematics, science and physics.

Mr. Trott is a native of Ohio, having been born in Cambridge, April 18, 1873, son of Benjamin G. and Eliza J. Trott, and the family comprised three sons and five daughters, all of whom are living except one daughter.

He has filled the position of township clerk in Jackson township, Guernsey county, also deputy clerk of the Probate Court, same county, and is a member of the senior order of the O. U. A. M., the Masonic order, Knights of Pythias, Ohio Teachers' Reading Circle, Guernsey County Teachers' Institute and the Eastern Ohio Teachers' Association.

In 1897 Mr. Trott was married to Miss Jennie Peters, of Byesville, and they have an interesting family of three children.



F. L. BERGER

The magnificent school system of Ohio has long been a source of honest pride to its public spirited citizens who recognize in this system the foundation of their greatness as a commonwealth in this great American union of States, and their expenditures have ever been most lavish to maintain and improve this branch of our well being as a community. The number of teachers in Ohio approximates 30,000, and, with few exceptions, all of these have been born in the Buckeye state.

A successful educator, who is making his mark, and has a most promising future before him, is Mr. F. L. BERGER, grammar school teacher at Alexandria village, Ohio, who has been in the profession seven years. Mr. Berger was born in Jersey township, Licking

county, this state, January 13, 1881, son of Josiah W. and Louisa A. Berger. He first attended school in a district school in Jersey township and attended Jersey High School four years. Further studies included two summer terms at Miami University. His first work as teacher covered four years in a Jersey township school, and then came a year's service as teacher in Harrison township. Two years ago he was appointed teacher of the grammar school at Alexandria, and in this capacity he has achieved success. Mr. Berger is a member of the Licking County Teachers' Association, the Independent Order of Odd Fellows and Modern Woodmen of America, and has many friends in educational and social circles.



MAX ROTH

The ranks of that great civil army of Ohio — the public school teachers, who number 28,000 — are constantly being augmented by the accession of new members, who bring with them new vigor and up-to-date methods to infuse into the existing order of things and aid in the general spirit of progress.

Among this younger generation of pedagogues is Mr. MAX ROTH, the present talented principal of the high school at Mingo Junction, Ohio. He holds a five years' high school teachers' certificate, has had ample valuable experience in his profession, and is fulfilling to the utmost all that was expected of him when he assumed his present responsible position.

Max Roth was born January 8, 1879, in Tuscarawas county, Ohio, where his parents, Cyrus Roth and Ellen M. (Kinsey) Roth, still reside, the former being a prominent stock dealer in that section. He received his early school training in Clay township and Denison, Ohio, and was graduated from the Denison, high school in 1895. He also studied one summer term in Mount Union College, Alli-

ance, Ohio; and two summer terms at Scio College.

In 1898 when nineteen years of age he taught school at Denison, remaining there up to 1902, when he went to Mingo Junction to accept the office of principal of the high school. He is assisted by capable teachers and has an attendance of sixty pupils, by whom he is held in high favor.

Mr. Roth is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Association, Jefferson County Teachers' Institute, Ohio Teachers' Federation, the Ohio Valley Superintendents' and Principals' Round Table, the Junior Order of American Mechanics, and the Daughters of America.

On June 8, 1904, he was married to Miss Julia Tipton, of Denison, Ohio, National Secretary of the Daughters of America, a young lady prominent in social and club life of that vicinity. Both are members of the Moravian Church, Mr. Roth being directly descended from the early Moravian settlers of the Tuscarawas valley.



SUE McLAUGHLIN

Among the most prominent and widely known teachers of Columbus, is Miss SUE McLAUGHLIN, principal of the Sullivant School, and resides at 663 Franklin Avenue.

She was born in Fayette County, Ohio, near Washington C. H. Her father was Judge John McLaughlin of Vinton County, who also served as postmaster of McArthur, the county seat of that county, under the appointment of President Lincoln. He served as probate judge two terms. He died in Columbus in 1902, aged 86 years. Two children survive, Miss Sue and Robert, who reside in New York State.

Miss McLaughlin graduated from Dr. Speers' Female College, Natchez, Miss., in 1862, and took up her residence in Columbus in 1865.

She began teaching in Columbus in the spring of 1865 at almost the precise time of the assassination of President Lincoln. Her first assignment was to a vacancy in the primary grade in the old Mound Street School. A week later she was promoted to a vacancy in a higher grade.

She continued to teach at the Mound Street School until lady principals were chosen to the city schools. Then she was elected principal of the Spring Street School and continued there until 1877. In that year she was promoted to the principalship of the Sullivant School, which position she still fills.

She is a member of the Ohio Teachers' Reading Circle, of the Teachers' Mutual Aid Society and is an honorary member of the Bolster Club. She is a member of the Central Presbyterian Church.



BETTIE DUTTON

A wonderful record as a public instructor must be accredited to the above named lady, who has been in continuous service as teacher and official in the schools of Cleveland for forty-six years.

To her initiative are due many of the improved methods now prevailing in the instruction and training of the young. Her early education was that of the country school and academy; while from her New England parents was received a training in habits of investigation and research and an absorbing love for study, which have animated all her educational work.

MISS DUTTON is an enthusiastic member of educational associations,—is a "charter member" of the "Ohio State Teachers' Reading Circle," and the "Northeastern Ohio Teachers' Association,"—having held the highest offices in each; and has been a member of the "Ohio State Teachers' Association" from her first year in the schools of Cleveland. She is a life member of the "National Educational Association"—active in its departments, presiding at the annual meeting of the Elementary Department at Nashville, Tenn., at Saratoga, N. Y., Charleston, South Carolina, and

St. Paul, Minn. At the St. Paul meeting in 1890 she was successful in securing a joint session of the Elementary and Manual Training Departments, in order to obtain for the latter more general recognition and to make prominent its benefits as an educational factor. She was elected to membership in "The National Council of Education" in 1891 at Toronto, was its secretary for seven successive years, and as chairman of its Committee on Elementary Schools read a paper before the Council at the meeting in Denver, Colo., in 1895. Miss Dutton's teaching in Cleveland began with the little children; and it is a remarkable fact that with steady promotion she taught these same pupils through every grade of the primary and grammar schools, when she was elected to the principalship of the Kentucky school; a position which she has continued to fill most efficiently.

Miss Dutton is a member of the First Congregational Church and has had for many years the superintendency of the Primary Department in its Sunday School. She is recognized as a most valuable member of the community.



ELLEN G. REVELEY

One of the world's noblewomen among those who have devoted their lives to the public service, in the capacity of public school teachers, is the lady whose name forms the caption to this sketch. For almost thirty-eight years she was a valued factor in the development of Cleveland's public schools. Faithful and tireless she loyally labored for the advancement of education's cause, and has seen in her more than a generation of active participation, the phenomenal growth of the people's schools, a growth that is, perhaps, the most gratifying of all the many proofs of Cleveland's remarkable expansion. ELLEN G. REVELEY was born in Verona, Oneida County, New York, daughter of Thomas Reveley, a native of Yorkshire, England, and Ann (Green) Reveley, who was of Puritan descent. She was educated in public and private schools of central New York and graduated from the Albany State Normal School in 1859. Her professional career may be briefly summarized thus: teacher of a school in Verona, New York; taught school in Rome, New

York; instructor in the Greylock Institute, Mass.; taught in primary and grammar schools, Cleveland; principal of the Sterling and Mayflower schools, Cleveland; principal of the Normal School at Cleveland; supervisor of the public schools of Cleveland; instructor of teachers' institutes under the Education Department of New York State, her present position.

From the New York State Normal College, formerly the Albany State Normal School, she received the degree of Doctor of Pedagogy, a fully earned title. The major portion of Miss Reveley's life-work was performed in the schools of Cleveland, and much of their present magnificent development is due to her efforts. She was called there from Rome, New York by Superintendent Anson Smythe. In 1869 Superintendent Rickoff made her principal of Mayflower School, where she remained until 1871, when she was appointed principal of Sterling School.

Miss Reveley remained in the latter school seven years, and these were among the hap-

piest years of her life. There she gained a large circle of friends who to-day are among Cleveland's foremost citizens as professional and business men and as wives and mothers. After leaving Sterling School, Miss Reveley taught for two years in Greylock Institute, then one of the finest boys' schools in the United States. She was called from this school to return to Cleveland as assistant in the City Normal School, and in 1882 became principal of this school, a position she held for ten years. Under her regime several hundred young women graduated from the school and became teachers. Many of these now hold important positions in the Cleveland schools. When the federal plan went into operation under Dr. Andrew S. Draper, he called Miss Reveley to the office of supervisor, a position she held for ten years with signal ability. In fact, she has filled every position to which she has been assigned with rare tact and competency. With the highest

intellectual endowment, of liberal culture, and of a tender and sympathetic nature, she exemplified in her life and nature the noblest type of American womanhood. Her whole life has been devoted to the cause of popular education; her single and controlling thought how best to serve its ends. While her chief work was with the public schools, her large-hearted, self-sacrificing and benevolent nature was active in other channels. In church and Sunday School work and with many educational and benevolent organizations she was prominently identified. She was ever a living embodiment of those lofty principles and teachings which she sought to inculcate in others. Thus she became a help and an inspiration to all with whom she associated. Hundreds of citizens, men and women in the varied walks of life, gratefully testify to the inspiration and the beneficent influence of Ellen G. Reveley.





MRS. W. A. INGHAM

For many years this lady, now living in well earned retirement at Oberlin, Ohio, was one of the foremost woman educators and literateurs in the United States; the influence of her life-work is still felt. She was born at Mansfield, Ohio, March 10, 1832, her maiden name being Mary Bigelow Janes, her father, the Rev. John Janes, a clergyman of prominence in his day, her mother, Hannah B. (Brown) Janes, both now deceased. Her education was received at seminaries of the Western Reserve: Berea and Norwalk, Ohio, and from study under private tutors, also at the Woman's College of Delaware, Ohio, where, she was, for four years, instructor of modern languages, and in June, 1866, was awarded a diploma from this college. She was educated in four languages and is proficient in them all. Our subject had a sister, a beautiful girl, one of God's noblewomen, Miss Eliza R. Janes, an accomplished lady, who ably taught in Cleveland's public schools, but whose untimely demise occurred in 1859. MRS INGHAM'S first experience as teacher was in a district school in Florence, Ohio; thence

she went to Cleveland, Ohio. After two years in the schools of Norwalk, Ohio, as assistant to D. F. DeWolf in the north grammar school, returned to Cleveland, the Rockwell Building; then to Delaware, Ohio, and McGregor, Iowa. At the latter place she graded the public schools and became principal. The major portion of her life-work was done in Cleveland where she scored a reputation that will long live in the annals of history. On March 22, 1866, Miss Janes was married to Mr. W. A. Ingham, then a prominent bookseller and publisher of Cleveland. Mr. and Mrs. Ingham traveled extensively in America and Europe, bringing each season a wider culture and better preparation for their useful lives. Their home was one of the most elegant in Cleveland; a centre of hospitality and good influences; theirs was the largest private library in the city. Mr. Ingham was a constant help and inspiration to his wife in her work and, he himself foremost in all Christian endeavor. Since her retirement from public service she has resided at No. 160 North Professor Street, Oberlin, Ohio, enjoy-

ing her books and beloved by all her friends. Mrs. Ingham's splendid record as church worker, writer and speaker is widely known, also as organizer of great missionary societies of the Methodist Episcopal Church. She formerly held a leading position among the literary women of Cleveland. She was one of the founders of the National Woman's Christian Temperance Union, embracing Chautauqua and Cleveland in 1874; also one of the founders of the School of Art at Cleveland—and for ten years, was secretary and journalist of its Board of Trustees; perhaps her best work may be said to be that of the organization and leadership of the Woman's Temperance Crusade in Cleveland, in the last named year. She was a member of the Cleveland Teachers' Association from 1850 to

1857, and did much to perpetuate this form of organization. As a writer her prominent publication was the "History of Woman's Work in Cleveland," covering the period from 1830 to 1893, a most valuable contribution to literature, and to the history of Cleveland. In 1896 she was appointed president of the Woman's Department of the Centennial of Cleveland and the Western Reserve, and under her skillful management every phase and development of work done by woman in that city was comprehensively brought out. Mrs. Ingham is a member of the Woman's Press Club of Ohio, also of various other literary and social organizations, and enjoys to the full the esteem and respect of all who know her.





MARY E. COMSTOCK

This lady is one of the veteran school teachers of Cleveland and has given most valuable services in promoting the development of the schools of the Forest City to the high status they have now attained. She has been principal of the Walton School for upwards of thirty years, and it is recognized as one of the best organized in the city.

MISS MARY E. COMSTOCK was born in Sandusky, Ohio, her father, Thomas Comstock, now deceased, having been superintendent of a car manufactory in that city. Her education was secured by studies in the graded schools and high school of Sandusky, and she graduated from the latter in 1859. In 1860 Miss Comstock began her life-work, in

which she was destined to make such a success, as teacher of a school at Kelley's Island, where she remained two years. Her next charge was as teacher in a Sandusky school, and after five years' services there she went to Cleveland, Ohio, where, in 1872, after a year's work in that city as teacher, her merits were promptly recognized and she was promoted to the principalship of the Walton School, and has most proficiently served in this capacity ever since.

Miss Comstock is a member of the Ohio State Teachers' Association the Northeastern Ohio Teachers' Association, and the National Educational Association, and is an attendant of the Presbyterian Church.



MRS. SOPHIA ECKER

For the lengthy period of thirty years the above named lady has been a valued teacher in the public schools of Toledo, and during that time her services must have resulted in an incalculable amount of good. She is an instructress of the progressive school, not given to fads or experiments, but ever keeping fully informed and abreast of all advances made in educational affairs.

MRS. ECKER is a native daughter of Ohio's soil, having been born in Maumee, this State. Her father, Henry Commeger, who was an attorney-at-law of some prominence in his day, and also served the United State government as inspector of internal revenue, took part in the Civil War, and as a result of illness contracted in the field, died while in the South.

Our subject received her education in the public schools of Toledo, and then took a course in the Ohio Wesleyan University at Delaware, from which she made a most successful graduation. For thirty years she has been teaching the youthful mind in Toledo, she was for four years supervisor of primary schools of the city, until the office was abolished, and for the past seven years has been attached to the Newton Street School as supervising principal. She possesses a magnetic personality, and is held in fullest confidence and esteem by her pupils, colleagues and all who know her. Mrs. Ecker is a member of the Ohio State Teachers' Reading Club and an attendant at the Methodist Church. She has one child, a daughter of bright promise, who is now studying music in New York City.



ANNA S. HUTCHINSON

The above named lady has been connected with Cleveland's public school system for over a third of a century, has, during that time been identified with but two schools, and has done much to advance the splendid status to which the schools of the Forest City has attained.

MISS ANNA S. HUTCHINSON was born in Springfield, Ohio, where her father, Ambrose C. Hutchinson, was a master mechanic and later a traveling business representative. He is now deceased. Her education was received in the common and high schools of Springfield, also in the Springfield Seminary, and she began teaching when very young in a private school. After a successful term of service there she went to Bellefontaine, Ohio, where a vacancy for a teacher having occurred, seventeen applied for the position. Miss Hutchinson submitted a written application and had the honor of being appointed to

the vacancy. On concluding her work in Bellefontaine she removed to Spring Grove, a suburb of Cincinnati, where she officiated as school principal for three years. While there she met Mr. Rickoff, at that time superintendent of schools at Cleveland, Ohio, and, on his invitation she went to the latter city, where he appointed her teacher in the lowest grammar grade of the Sterling school. Merit won steady promotion, however, and for ten years she officiated as assistant principal of the Sterling building. In 1894, Miss Hutchinson was promoted to the principalship of the Miles Park School, and still remains in this responsible position.

Miss Hutchinson holds membership in the Presbyterian Church and the Northeastern Ohio Teachers' Association, and is an ex-member of the Ohio State Teachers' Association and the National Educational Association.



SARAH F. BROWNE

This lady, now retired to the well earned repose of private life, was a public school teacher in Steubenville, Ohio, for a half century, and achieved a most flattering, commendable record. She was born at West Point, Columbiana County, this State, July 25, 1835, daughter of Henry Douglas Browne, who was first a school teacher and latterly a bank teller, and Margaret Harrison Browne. Her primary education was obtained in small private schools in Steubenville, principally.

The public schools at that period were in their infancy, the teachers unavoidably meeting with poor returns, as the rooms were crowded with children of all grades, and the instructors could only hope for meager results. Miss BROWNE also took a course in the Steubenville Female Seminary, the Rev. C. C. Beatty, Principal, and was graduated therefrom in 1853. Shortly afterward she began teaching in the public schools of Steubenville,

and continued in active service up to December 19, 1902, gaining many promotions. Her specialty being primary work in the first grade. On Friday evening of the last named date she was tendered a farewell reception in the parlors of the Second Presbyterian Church, upon which occasion a most interesting vocal and literary programme was carried out.

Miss Browne, being a sufferer from Bronchial Asthma and unable to stand the rigors of our northern climate, left Steubenville for Florida, December 22, 1902, and still resides there.

The condition of her throat is such that she never expects to live north again, at any rate not in the winter season. Miss Browne is a member of Stanton Post, No. 81, Woman's Relief Corps, and at various times has held membership in County and State teachers' associations.



MARTHA J. LESLIE

One of the best known women educators of Ohio is the above named lady, who was in the public service for fifty years, all of the time in the schools at Steubenville, this State. Miss LESLIE was born in Steubenville on January 22, 1838, her parents being Adam J. Leslie, attorney, and Jane Finley Leslie. Her education was given careful attention. She first studied in private schools in her home city and then took a three years' course in the Steubenville Seminary, from which she was graduated in 1853, when but fifteen years old.

In May of that year she began her professional career as a public instructor, in

which she was destined to continue for so lengthy a period and to be a factor for so much good. She taught continuously in the public schools of Steubenville up to June, 1903, when she retired to the well and nobly earned rest of private life.

During her active career she attended every meeting, save three, of the Jefferson County Institute, also many sessions of the Ohio State Teachers' Association. Miss Leslie is a member of the Woman's Relief Corps, and has for many years been identified with the temperance and charitable work in Steubenville. She is beloved by a host of friends and former pupils.



MRS. THANK ASHTON

MRS. ASHTON has been actively engaged in school teaching for over forty years, and is widely known in educational circles for ability and thorough interest in her work. Her career has been uninterruptedly successful from its outset, her work gaining her repeated promotions.

Mrs. Ashton was born in Mercer County, Pennsylvania, where her father followed the vocation of carpenter. Her education was secured in the public schools of New Castle, and she began teaching in Lawrence County, Pennsylvania, continuing there for three years, when she removed to Ohio and for nine years

taught in Portsmouth, this state. In 1874, on the invitation of Dr. Rickoff, Mrs. Ashton went to Cleveland, Ohio, as principal of the old North School, and after five years' and five months' service there, was, in 1880, appointed to the normal school, where she has ever since been engaged in normal training work.

Mrs. Ashton is a member of the National Educational Association, a charter member of the Ohio State Teachers' Reading Circle, and her labors have done much to advance the admirable status to which the schools of Cleveland have attained.



MISS LUCIA STICKNEY

This lady is a veteran among the school teachers of the Buckeye State, her length of service extending over a period of forty-five years, and she has given invaluable services to promoting the development of the school system to the admirable degree of excellence which it has now attained.

MISS LUCIA STICKNEY was born on a farm in Medina County, Ohio, her father, William Henry Stickney, being now long since deceased. When a child she first attended a district school in Brooklyn, a suburb of Cleveland, Ohio, and after completing the course of studies available there, entered the West High School in Cleveland, graduating therefrom in 1858. Then followed a two years' course at Oberlin College, from which college she holds the degree of Master of Arts. In 1858 Miss Stickney began her professional career in a district school in Medina County, and on concluding her work there went to Cleveland, where her services were immediately called into requisition. In 1877 she went

to Cincinnati as teacher of Latin, and remained in that capacity for twenty-two years. Having well earned a respite from labor she took a trans-Atlantic trip, and spent a year in visiting, sightseeing and studying the countries of Greece, Egypt, Italy, France and England. Returning to Cleveland in 1900 Miss Stickney was appointed teacher in the English Department of the East High School, and still retains this position.

In 1904 Miss Stickney made her third voyage to Europe, and visited the principal points of interest in Germany. She has investigated philanthropical work in London and Paris, visiting the schools for poor children, and other special schools, gaining an insight into their workings that has since been of much benefit to her.

Miss Stickney holds membership in the First Congregational Church, the National Educational Association, the Northeastern Ohio Teachers' Association and the Ohio State Teachers' Association, likewise the National Council, a select body of sixty members.



MRS. CHARLOTTE FOBES

This lady is one of the most widely known of our public educators, and can point with pride to a most remarkable record, that of having taught school for thirty-two solid teaching years of nine months each, or almost a complete quarter century of years of twelve months each. Although not born in Ohio, yet she has resided here the greater part of her career, and solemnized her marriage in this State.

MRS. CHARLOTTE FOBES was born in New England, being a native of Manchester, Bennington County, Vermont, her parents being Charles and Lucina W. (Bassett) Smith. There were two others in the family—two sons—one of whom is deceased, while the survivor is now a merchant at Manchester Centre, Vermont.

Our subject attended the rural schools of Bennington County, Vermont, seven years, the Burr and Burton Seminary at Manchester, Vermont, four years, the normal school at Ada, Ohio, three terms, the normal at Valparaiso, Indiana, one term, and local summer

normals at Mount Vernon, Ohio, two terms. Her school teaching career began in 1870, in Bennington County, Vermont, where she taught for one term, and then, in 1871, removed to Knox County, Ohio, where she continued to teach up to 1888, with the exception of four years of her married life, viz.: 1873-79. In 1888 Mrs. Fobes went to Marinette, Wisconsin, and taught the sixth grade school for three years. Returning to Ohio in 1891 she assumed control of the secondary department in the school at Gambier, continuing in that capacity three years, and for the three following years she taught in Centerberg, Ohio, having charge of the grammar grade. Leaving Centerberg Mrs. Fobes returned to Gambier, and for the past seven years has had charge of the primary department there. The average attendance of pupils is forty-five, and the school is maintained at an admirable status of efficiency.

Mrs. Fobes is a member of the Ohio Teachers' Reading Circle, the Knox County Teachers' Association, the Protestant Episcopal Church.



MISS SUSAN A. DILLIN

For more than three decades has the public school system claimed the services of the above named lady, and during that period her advancement has been steadily going on, until now she occupies the envied though responsible position of principal of the Broadway Building of Cleveland, Ohio. Her success has been won purely upon merit, industry and unceasing perseverance, and her reward has been fairly, thoroughly earned.

MISS DILLIN was born in that grandly historic country of Walter Scott and Robert Burns — Scotland — but was brought to the United States by her parents, in 1853, when a mere infant. Her earlier education was obtained in country and village schools in New Hampshire, after which followed a course of studies in the Tilden Seminary, from which she was graduated in 1869. Miss Dillin's first professional experience was as

a teacher in a mountain school in the Granite State. She remained but a year there, her next field of labor being Auburn, New York. Another year was spent there and then Miss Dillin went to Cleveland, Ohio, which has since been the busy scene of her life-work. Her first appointment was as teacher of the fourth grade, but good work gained repeated promotions until, in 1892, she was appointed principal of the Broadway Building, over which she still continues to most capably preside.

Miss Dillin keeps fully abreast of all advances made in the educational world. She holds membership in the Ohio Teachers' Reading Circle, the Northeastern Ohio Teachers' Association and the National Educational Association. Her place of worship is the Miles Park Presbyterian Church.



MISS MARIE A. HIBBARD

This lady has had a noteworthy career in the scholastic world, is one of the foremost educators in Toledo, and a recognized authority in all matters referring to education and the instruction of the youthful mind. As a teacher she has been eminently and uniformly successful, pursuing the work of her profession with her whole heart, and with the most highly substantial, satisfactory results.

MISS HIBBARD is a native of this State, having been born in Fulton County, Ohio, and may be said to have inherited her predilection for teaching, as both her parents were teachers, while her father's father and grandfather were also followers of the same vocation. She likewise has three sisters and a brother who are devoted to the "art pedagogical."

Miss Hibbard is a descendant of one of the oldest families in the country's history. She is descended from one great-great-grandfather and four great-grandfathers, who participated in the Revolutionary War, and she

holds membership in Ursula Wolcott Chapter of the Daughters of the Revolution.

Miss Hibbard's first schooling was obtained in a small town in Fulton County, Ohio. Later she attended the Wauseon High School and finally graduated from the normal class at Wauseon. She then went to Toledo, and after teaching school a year there, entered Hillsdale College, where she remained for a year. Returning to Toledo, she was appointed to the Broadway School, and later became principal of the St. Clair School. At the expiration of a year she was elected principal of the Erie Street School, which responsible position she has filled honorably and acceptably for the past twenty-nine years. Miss Hibbard is a member of the Ohio Teachers' Reading Circle, also the National Educational Association, and is a lady who commands the highest respect and esteem of the entire community.



MRS. HELEN WOLCOTT DIMICK

Of Ohio's splendid army of public school teachers, the majority are of "the gentler sex," the ratio standing two to one in their favor. This is not surprising as the instruction of the young is woman's natural sphere, one in which she is pre-eminently fitted to shine. A lady who has won distinct success in this field of labor is **MRS. HELEN WOLCOTT DIMICK**, whose valuable services are being given to Toledo, Ohio. Mrs. Dimick was born in the East, and is a direct descendant of one of the oldest New England families. Her birthplace was in Windsor Locks, Connecticut, her father being Samuel W. Skinner, M. D., her mother, Dora (Fuller) Skinner. Dr. Skinner was a most prominent physician and surgeon of his day and widely known to the medical profession. He was a graduate of Yale and of Bellevue Hospital, New York, and performed heroic services as surgeon-in-chief on Col. De Russy's staff—stationed at Arlington Heights during the war of the Rebellion.

Mrs. Dimick received her education in the private schools of Windsor Locks, Connecticut, and at Mount Holyoke College, Mass. Going to Toledo she became actively engaged in school work, and for the past six years has been attached to the Seger School as supervising principal. Here she has met with excellent success, and enjoys the confidence and esteem of all her pupils and colleagues.

Mrs. Dimick takes a great interest in organizations perpetuating the memory of her forefathers. She is a member of the Colonial Dames, ex-regent of Ursula Wolcott Chapter, Daughters of the American Revolution, is first vice-president of the Daughters of 1812 Ohio Society and also holds membership in the Daughters of the Mayflower Society. She is likewise a member of the Ohio Teachers' Reading Circle, attends the First Congregational Church, and has a future bright with promise before her.



THE LATE MRS. KATE Y. HERRICK

This lamented lady, who remains dear in the memory of all who knew her, for to have known her was but to esteem her, was for over a third of a century an active member of Ohio's grand army of public school instructors. She was a broad-minded, progressive educator, possessing wonderful executive ability, good judgment, ripe scholarship and a pleasing dignified personality that left its impress upon every school with which she was connected.

As a teacher MRS. HERRICK was ambitious, faithful and conscientious, untiring in her efforts to promote the welfare and advancement of her pupils. Possessing in unusual degree the magnetism so necessary to a successful teacher, she was able to influence the little ones through the love and confidence she inspired.

Mrs. Herrick was born in New Philadelphia, Ohio, September 16, 1848, her maiden name being Minerva Catherine Young, her parents, William and Alvina (Carnahan) Young, both of Tuscarawas County. For eleven years she attended and was a member of the first graduating class of the New Philadelphia (Ohio) schools. This class graduated in the spring of 1865, under the superintendency of J. L. McIlvaine, now editor and

publisher of the Tuscarawas Advocate. At the age of seventeen, Miss Young began teaching at Trenton, now known as Tuscarawas, and remained there up to 1868, when she went to Uhrichsville, Ohio, as assistant principal of the high school there, later becoming principal under Superintendent Frye, and her work continued for thirty years, or parts of terms, the grades taught by her there being the A grammar and the Junior High School. For three years prior to her death she taught the sixth and seventh grades in the Trenton Avenue Building. In the whole period of her service she taught in thirty-one schools, and established a splendid record. December 30, 1873, Miss Young was married to Mr. Matson J. Herrick, and they made a home in Ravenna, Ohio, where Mr. Herrick died in 1879, leaving her with two children—Irrna, now the wife of R. E. Finney, of Uhrichsville, and Volney W. Herrick, for years an attache of the Evening Chronicle, a daily paper published at Uhrichsville and Dennison, Ohio. Mrs. Herrick's last day as a teacher was February 5, 1904. On that day she was taken ill; on Sunday, February 21, her demise occurred, and her remains were interred in Union cemetery, in the midst of universal sorrow.



ANNIE E. SIMS

ANNIE E. SIMS was born in the village of Gratiot, Muskingum County, Ohio.

She is the daughter of Mr. Simeon Sims, the leading merchant of her native village.

Coming to Columbus she completed her education and was graduated from the Columbus High School in 1869.

Having thoroughly qualified herself for the profession of teaching, she was assigned to the Spring Street School in 1871, where she taught during her first school year.

She then went to the Fieser School where she continued to teach successfully for five years.

After nine years at Sullivant School, in 1877 she was promoted to principal and placed in charge of the Franklinton School, where she remained for two and a half years,

and was then transferred to the Fieser School of which she has since been the greatly beloved principal.

She is the president of the Principals' Association of Columbus, being frequently re-elected, she was the assistant superintendent of the First Methodist Church Sunday School for many years.

She was president of the Ladies' Aid Society for a number of years and for the past three years she has been at the head of the Literary Department of the Epworth League of the Methodist Episcopal Church, and conducted its affairs most successfully.

She is identified and in hearty accord with all the progressive movements along educational and literary lines.



MATTIE SIMONTON

This lady is a veteran in the cause of education in Columbus, her record as a disciplinarian is unexcelled, and in all lines of school work she has shown great ability. Miss SIMONTON was born in Milford, Clermont County, Ohio, but has resided in Columbus almost her entire life, and here her father, Hiram Simonton, for years conducted the old Buckeye House, a noted caravansary in its day, and which stood on the site where the Columbus Board of Trade is now located on East Broad Street. Her education was obtained in the public schools of the Capital City, and beside being a graduate of the Central High School, she graduated with honors from Heyl's Seminary. Her first experience as a teacher was at the old Mound Street School, where she taught through most of the grades, and there she continued up to the time when the law making women eligible for

principalship was passed, when she was appointed principal of the Rich Street School. This position Miss Simonton retained until 1895, when she was appointed to the principalship of the Ohio Avenue School, and still retains this important incumbency. This is one of the leading, largest schools in Columbus, there being some seventeen teachers and sixteen school rooms, all of which are under the immediate supervision of the principal. Miss Simonton is a member of the Ohio Teachers' Reading Circle and ex-member of the old Chautauqua Circle, a former president of the Principals' Association and a charter member and ex-official of the Teachers' Mutual Aid Association. Her successes have been achieved by merit purely, as she never at any time sought promotion, and the schools of the city owe much to her lifelong, unselfish labors in their behalf.



HELEN MILLAY

This lady's entire life has been devoted to the cause of education in Columbus, and her services have been of inestimable value to the community. Her birthplace was Newark, Ohio, where her father conducted a merchant tailoring establishment, later removing the same to Columbus. Here Miss MILLAY began her education in a convent school, afterward spending a year in a similar institution in Cleveland. Returning to Columbus she attended the public schools, graduated from the Central High School, and, in 1865, began teaching in the old Long Street School, a

year later being transferred to the Spring Street School. Her next position was as teacher of the grammar class at the Sullivant School. Later Miss Millay was appointed principal of the Fieser School, and for the past thirteen years has been principal of the Park Street School. Miss Millay holds membership in the Ohio Teachers' Reading Circle, the National Educational Association, the Central Ohio Teachers' Association, the Mutual Aid Association, and the Cathedral, and her residence is at No. 118 Wilson Avenue.



MISS LOUISE L. CAMPBELL

Of the many ladies who have achieved distinction in the position of principal of schools, Miss LOUISE L. CAMPBELL has been one of the foremost and most successful. Her life's energies, her literary attainments, have been devoted to the cause of popular education for twenty-five years, greatly to the enhancement and development of the public school system.

Miss Campbell is a native of this State, having been born on the farm of her father, Peter Campbell, near Wellsville, Ohio. Her early schooling was obtained in Youngstown, Ohio, and, on removing to Cleveland, she continued her studies there, graduating from the Normal School. Her first position as teacher was in the Mayflower Building, Cleveland, where she continued for fifteen years. She was then transferred to the Outhwaite Build-

ing for a year, thence to the Fremont Building for a year, and was then appointed assistant principal of the Gordon Building, acting in that capacity for three years, when she was promoted to the principalship. She officiated in this latter role in the Gordon school for five years, or until January, 1905, when she was made principal of the Orchard Street Building, her present position.

Miss Campbell is a member of the National Educational Association, the Northeastern Ohio Teachers' Association and the Woodland Avenue Presbyterian Church. She has always stood for enterprise and progress in the various lines of school work has broadened her views by extended travel in the United States, having been from Maine to California, and has enriched her work by two trips to Europe.



ELECTA P. BRADBURY

In the development and upbuilding of the public schools of Cleveland to their present splendid degree of excellence, much valuable work and assistance has been given by the lady whose name appears above. She has been actively engaged in teaching in the Forest City for over thirty years, and has been uninterruptedly successful from the outset, her indefatigable labor resulting in giving her the pleasure of seeing her school constantly gain an increased attendance and popularity.

MISS ELECTA P. BRADBURY is a native of Ohio, her birthplace being in Gallia county, where her father, Joseph Bradbury, was an attorney-at-law of prominence. Her early education was received in the public schools of Gallia county and later her studies were continued in Franklin county, Ohio. In 1873 she successfully graduated from the Normal

School at Worthington, that county, and shortly afterward, in the same year, Miss Bradbury took up a residence in Cleveland and was appointed principal in a small school building, in which she was the only teacher. Through her energy and interest the attendance gradually grew until, inside two years, an assistant teacher was appointed. Since then, under her leadership, this growth has steadily gone on, until to-day the Kinsman School is one of the largest in the city. Miss Bradbury now having twenty-seven teachers and eleven hundred pupils under her supervision.

Miss Bradbury is an ex-member of the Ohio Teachers' Reading Circle, and still holds membership in the Northeastern Ohio Teachers' Association and the National Educational Association. She attends the New Church and has many friends in educational and social circles.



MRS. AUGUSTA McCLINTOCK

This lady is one of Cleveland's most eminently successful educators. Pursuing the work of teaching in a soulful, whole-hearted manner, she possesses in a rare degree the gift of knowing how to most lastingly impart knowledge to youthful minds. As a principal she has ever imbued her colleagues and assistants with her spirit of earnestness and enthusiasm.

MRS. AUGUSTA McCLINTOCK is an Ohioan, having been born in Hebron, where her father, Henry Balthis, now deceased, was a merchant. She was educated in the public schools and afterward took courses of study in Granville College, at Granville, Ohio, and the normal

school at Worthington, Ohio. Mrs. McClintock first taught school at London, Ohio, and, after the demise of her husband, Warren McClintock, went to Cleveland, where she was appointed to the Brownell Building. There she remained for five years, when she was elected principal of the Fremont Building, and has most ably and efficiently officiated in this capacity for the past seventeen years.

Mrs. McClintock is a member of several educational organizations, and she enjoys to the fullest that respect and confidence of the public which her long, faithful and conscientious work so justly entitles her.



MISS MARY A. MORROW

The services of this lady, since the beginning of her career, have been enlisted in behalf of the schools of Cleveland, and she has performed a noteworthy part in securing that high degree of excellence to which these schools have attained.

MISS MARY A. MORROW was born in Port Hope, Ontario, Canada, but has lived in the Forest City since infancy. Her father, Thomas B. Morrow, now deceased, was once a merchant of some prominence. Her education was obtained in the public schools of Cleveland, Ohio, and she is a graduate of both the Cen-

tral High School and the Normal School, graduating from the latter in 1877.

Miss Morrow's first position was as a teacher in the Dunham school, where she remained for eleven years being principal of Dunham school for the last five years of her stay here when she was appointed to the principalship of the Giddings Avenue school, and has since officiated there with the most efficient and productive results.

Miss Morrow attends the Methodist Episcopal Church, and her record is one in which she may justly take pride.



MARY L. PETERSON

The cause of education has a valuable ally in the above named lady, whose entire life has been devoted to the public school service.

She is the Principal of the Denison School, which is recognized as one of the best organized and most capably managed of the many splendid schools of the Forest city.

Miss Mary L. Peterson was born in Salem, Ohio, where in the public schools she received her early education. At the age of fourteen she began her teaching in a country school of Stark county, but later returned to her native town to take a special course in the High School. She was soon, however, appointed to fill a vacancy in the Salem schools caused by the resignation of Mr. E. O. Vaile, who sought a wider field of work. Here she remained two and a half years having received three promotions in that time.

In 1868, through Mr. Royce, State Commissioner of Schools, she met Mr. Rickoff, who was then organizing the Cleveland schools into that splendid system they enjoy to-day.

Ever on the alert for young, enthusiastic teachers, he invited Miss Peterson to Cleveland, where after securing her certificate, she was given a school of boys in one of the hardest sections of the city.

Four teachers, in succession had found the boys too strong for their control, Miss Peterson brought order out of chaos, and — respect for her ability.

Since then she has served without interruption, in the Cleveland schools, having taught in all the different grades, her excellent work gaining steady promotion for her.

Miss Peterson claims that whatever success she may have attained, is due to the inspiration she received from W. D. Henkle, former superintendent of the Salem schools, and Ohio State School Commissioner from 1869 to 1871—and one of the most efficient of those who have held that position. For many years her home was in his family, where the aid and encouragement she received through his advice and suggestions proved most valuable.

Miss Peterson is a member of the local, State and National Educational Associations, and has done some fine institute work. She is an ex-member of the O. T. R. C., and has organized and carried to success the Denison Literary Club, directing the reading and study of its members.

She has been a member of the Pilgrim Congregational Church since 1869.



MARGARET HENRY MULLIGAN

The professional career of this lady has been one that reflects the utmost credit upon her ability as a public teacher, and her services have been highly appreciable to the community. Miss MULLIGAN was born in Belfast, Ireland, but has lived in Columbus since three years of age, and her father was a well known wholesale merchant here. Her education was obtained in the public schools, and the O. S. U., Columbus, Ohio, and in 1891 she graduated from the Columbus Normal School. Her career as teacher began in the Eighth Avenue

school, to which her services were given for four years, then five years at Douglas school, after which two years were given to the East Main street school, and, the Livingston Avenue school being opened about this time, she was appointed its principal and still retains the position, which has been filled by her with the most successful, substantial results. Miss Mulligan is a member of the Principals' and the Teachers' Mutual Aid associations, and her reputation is one in which she may justly take pride.

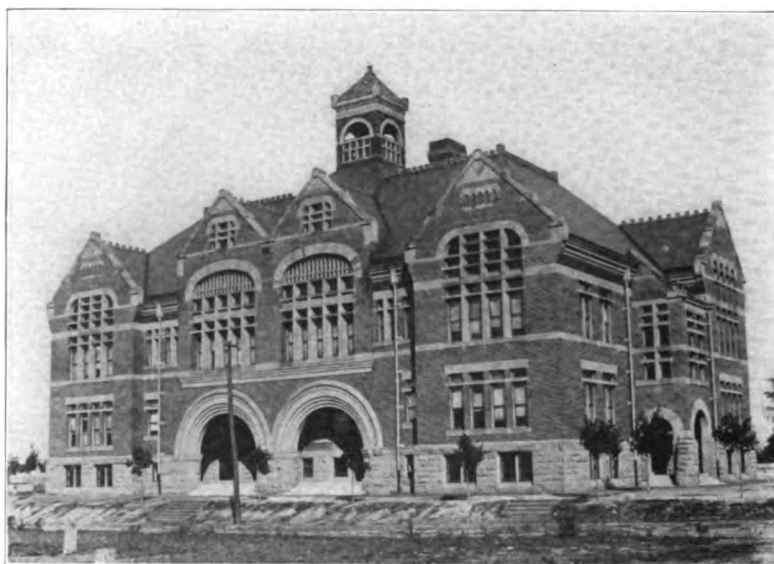


ANNA PFEIFFER

MISS PFEIFFER has given her life-time, ability and energies to educational affairs, and her services have been of the most valuable and appreciable character. A native of Columbus, she attended the public schools here, and graduated from the Central High School in 1879. Shortly after this important event, Miss Pfeiffer was appointed a teacher in the Fulton Street school, and continued there for ten years; later teaching in the Siebert Street school three years, and the Stewart Avenue school seven years. Then, recognizing her

merits, the Board of Education appointed her principal of the Franklinton school, where she remained in control three years and since that period has been principal of the Fourth Street school.

Miss Pfeiffer is an active member of the Principals' Association, the Teachers' Mutual Aid Association, and the Ohio Teachers' Reading Circle, is interested in church work, being a regular attendant of Grace Lutheran Church, and she has an extended circle of friends in the community.



MEDARY AVENUE SCHOOL, COLUMBUS, OHIO

SARAH A. SMITH

MISS SMITH has devoted years of valuable service to the cause of education in Columbus. Born in Jackson Township, Franklin County, where her father, Daniel Smith, (deceased in 1878) was a respected farmer, she first attended the local schools there, afterward removing to Columbus and attending the public schools of that city. After graduating from the Central High School, Miss Smith was appointed a teacher, in 1870, in the Mound Street School, remaining there a number of years, when she was transferred to the Sulli-

vant School. After holding this position two years she was returned to the Mound Street School, teaching there up to 1891, when she was made principal of the institution. In 1893 Miss Smith was appointed head of the Medary Avenue School and still retains that position. Her residence is at No. 199 South Ohio Avenue and she holds membership in the Principals' Association, the Central Ohio Teachers' Association, and the First Presbyterian Church.



MAUD IRENE MYERS

Of the various fields of labor which have been entered by women, there is none for which she is better equipped by nature than that of school teaching. That she has fully taken advantage of this fact is shown by statistics: last year the number of school teachers and college professors was 446,000 in the United States, and of these, 328,000 were women, a most creditable record for the "weaker sex," so inaptly called.

A lady who has achieved prominence in Ohio's educational field is Miss MAUD IRENE MYERS, who is occupying the honored position of principal of the High School at Delaware. Miss Myers is a native of Darke county, Ohio, her initial education was secured in the rural schools of that county. After a few years' residence in Bradford, Ohio, she came to Delaware, and graduated from the Delaware High School. The following year Miss Myers

entered the Ohio Wesleyan University, graduating in 1897, with the degree of Bachelor of Arts. In 1898 this institution conferred upon her the degree of Master of Arts. Her major study was in literature and philosophy. While at this university Miss Myers taught a class in Latin, and in the fall of 1898 she went to Bowling Green, Ohio, having been appointed assistant principal of the school there, and she continued in that capacity for two years. Returning to Delaware she was assigned a position in the high school, her service proving so efficient that, in 1904, she was promoted to the principalship, a position she is filling to the entire satisfaction of her pupils, their parents, and the public.

Miss Myers takes an active interest in matters pertaining to progress in education, is an attendant of the Methodist Episcopal Church, and commands the highest esteem of all who know her.



MISS LIDA CRICKARD

In the great modern field of education the most marked feature is the entrance of women as teachers, and the magnificent work that has been performed by them. There are now three females to every male teacher in the United States, colleges and schools, and the average in favor of the former is constantly becoming augmented.

Among the successful lady teachers of Ohio is MISS LIDA CRICKARD, the popular principal of the North school at Delaware. Miss Crickard is a native of Ohio, her birthplace being at Marion, where her father, James Crickard, now deceased, was a retired farmer and highly regarded citizen. She was educated in the public and high schools of Delaware, graduating from the latter in 1880, and in the following year she assumed charge of a

rural school in Delaware county. In 1884 Miss Crickard was assigned to a school in Delaware city, and her services were so manifestly efficient that, in a short time she was promoted to the principalship of the North school whose status she has raised to the very highest point of excellence.

Miss Crickard comes from a race of teachers, her parents having taught school in their early life. All members of her family have taught school at some period in their lives, one sister being at present engaged in the profession in the Hawaiian Islands.

Miss Crickard is an ex-member of the Ohio Teachers' Reading Circle, a member of the Central Ohio Teachers' Association, also the Euterpean Fraternity club, and is an attendant of St. Paul's Church.



MISS LAURA A. WOODWARD

The responsible position of principal of the East Building, Delaware, Ohio, has been held by Miss WOODWARD for the past three years, and its duties have been filled in a manner reflecting the utmost credit upon her. She has long devoted her energies to the public school service and has filled every position to which she has been called with rare tact and ability.

Miss Laura A. Woodward is a native Ohioan, having been born near Mount Gilead, her parents being Ezra S. Woodward and Mrs. Hannah (Boggs) Woodward, the former a contractor and builder. Her education, a most thorough one, was secured in the schools of Mount Gilead, Chesterville and Delaware,

Ohio. In 1882 she graduated from the high school in the latter city, and then followed a short course in the Ohio Wesleyan University. Her first work as teacher was done in a school near Cardington, Ohio, and after a term there she taught for several terms in a school near Delaware. Her services were next spent in the schools of Richwood, Ohio, where she remained for seven years, when she removed to Delaware, and has since been located there.

Miss Woodward is a member of the Ohio Teachers' Reading Circle, also an attendant of the National Educational Association, and her reputation is one of enduring merit.



MISS LORETTA STUBBINS

The success attained by this lady has been the sequence of splendid preliminary training, of natural aptitude for her vocation, of sound executive ability, and a personality that wins the confidence and esteem of all her pupils.

MISS LORETTA STUBBINS was born, reared and educated in Smithfield, Ohio. Her mother, Elizabeth (Foster) Stubbins, was a native of Tuscarawas county, Ohio. Her father had both a trade and a profession, being a cabinet maker and a minister, and he was an upright citizen with a host of friends. Miss Stubbins's rudimentary education was obtained by eight years' attendance at the public schools in Smithfield, Ohio, followed by a four years' course in the Smithfield High School, from which she graduated with the class of 1884. Next came a year at review

work at Mount Union College, Alliance, Ohio, and then a term's normal at the Ohio University, Athens, Ohio. In 1887 Miss Stubbins began teaching at Smithfield, and continued at work there and vicinity for four years, when she received a call from Mingo Junction, and since 1892 this has been her field of operations. The fourth and fifth grades are under her supervision, and the average number of pupils in attendance is forty-two.

Miss Stubbins is a member of the Ohio Teachers' Reading Circle, the Eastern Ohio Teachers' Association, the Ohio Teachers' Federation and the Jefferson County Teachers' Institute, and she is a worshipper in the Presbyterian Church.



MISS ALICE GRACE MATHENY

A sphere in which the natural abilities of woman shine to exceptional advantage is that of the public school, and it is in the capacity of a teacher that she is enabled to perform the most creditable work. Of the 450,000 teachers employed in the schools of the United States, 330,000 are women, and in Ohio the percentage also holds good.

Among our successful lady teachers is MISS ALICE GRACE MATHENY, who is in charge of the primary department of the school at Sugar Grove, Berne Township, Fairfield County. This lady was born in this township, her parents being Elizabeth and J. S. Matheny, the latter a prosperous farmer and the present capable postmaster of Sugar Grove. For eleven years Miss Matheny was a pupil in the Blue Valley, Berne Township district school, securing a well grounded elementary education, and then she took a four years' course at the Crawfis Institute, graduating in 1899

and being awarded a diploma for excellence in Latin. Her first experience as a public instructor was a teacher of the Blue Valley district school for a term of two months, and for the next two years she remained disengaged, when she was appointed teacher in the third grade in a school at Lancaster, Ohio, retaining that position for two years, when she retired for a year for private study and recreation. In the fall of 1904 Miss Matheny was assigned to the position of teacher of the primary grade in the Sugar Grove school, and her department has an average attendance of forty pupils. Under her management the scholars are manifesting increased interest in their studies and the most satisfactory results are being attained.

Miss Matheny is a member of the Fairfield County Teachers' Institute, attends the Methodist Episcopal Church, and is most popularly known in both public and private life.



MISS DAISY McCULLOUGH

The public school system of the United States has rightly been termed the "bulwark of the nation," and to show that this system is fully taken advantage of it is but necessary to state that last year one person in every five in the total population attended the public schools. Ohio is foremost among the advanced states in its educational expenditures and equipment, and every Buckeye takes just pride in the perfection attained in the school system as here elaborated and exemplified.

Among the capable lady teachers of Fairfield County must be included Miss DAISY McCULLOUGH, who is in charge of the intermediate grades in the school at Bremen, Rush Creek Township. Miss McCullough was born in Perry County, daughter of John and Mary McCullough, and other members of the family are two brothers and two sisters, all living. Her father is also a public school teacher of extended experience, and consequently she had the advantage of an early home training that has proven of great practical value in her

professional work. Miss McCullough attended the village school at Dickson, Perry County, for nine years, and then took a two years' course in the Bremen High School, graduating from the latter in 1898. Her first teachers' certificate was received by her in Perry County, 1895, and she first began active work in her profession in the fall of 1897, as teacher of the district school near Bremen. The year following was devoted to private study, and for two years after that Miss McCullough was in charge of a district school in Rush Creek Township. In 1901 she went to Bremen and has since remained there in successful management of the intermediate grades. She holds a year county certificate, has about fifty pupils, and her department is maintained at a most creditable state of efficiency.

Miss McCullough is a member of the Ohio Teachers' Reading Circle, the Southeastern Ohio Teachers' Association, the Fairfield County Teachers' Institute and the Methodist Episcopal Church, and is a young lady of exceptional merits and indisputable popularity.



MISS JANE ADRIAN

With this lady, teaching is a labor of love as well as a profession and means of livelihood. Her heart is in her work, and her kindly tact has endeared her to all her pupils. As an educator she has most amply demonstrated her ability.

MISS ADRIAN is a native daughter of Ohio, having been born at Fair Play, Jefferson county, where her parents Jacob and Eve (Betz) Adrian, were comfortably situated on their own farmstead, and where her early childhood was happily passed. Her rudimentary education was secured in the country school of Oak Grove, after which studies were continued at Scio College from which she made a most creditable graduation in 1898,

in the teachers' or normal course. At the beginning of her professional career Miss Adrian took charge of a school at Unionport, Ohio, and then went successively to Bowerston, Ohio, Cadiz, Ohio, and Mingo Junction, Ohio, at which last named place she is still stationed and performing work that greatly redounds to her credit.

Miss Adrian holds membership in Rebekah Lodge, in the Ohio Teachers' Reading Circle, the Teachers' Federation and the Eastern Ohio Teachers' Association, and is most popularly known in the town where she is performing such commendable work for the cause of education.



MISS JENNIE HARMON

The vast army of teachers in the United States, made up of the best and most intelligent classes of our citizens, is comprised principally of "the gentler sex," there being two women to every male teacher. The position of instructor to the young and of child training seems to be woman's own peculiar natural sphere, and she has performed much noteworthy work therein.

Among the lady teachers of Ohio who have won distinguished success is Miss JENNIE HARMON, whose field of labor is at Mingo Junction. Miss Harmon is a native of Ohio, having been born at Steubenville, and all her interests are centered in the Buckeye State. Her earlier education was obtained in the public schools of Steubenville, followed by a course in the high school at Toronto, Ohio, from which she graduated in 1889. She also

took several terms of study in the National University of Lebanon, Ohio, and in the University of Wooster, Ohio.

Shortly after this she began her professional career, her first charge being a school at Costonia, Ohio. From thence she went to Toronto, Ohio, and on concluding her services there, was assigned to Mingo Junction, Ohio, where she still remains, and where her work has given pre-eminent satisfaction. Since her election in the Mingo schools, eight years ago, she has ably filled the position of assistant principal of the high school.

Miss Harmon holds membership in the Ohio Teachers' Reading Circle, the Teachers' Institute and Teachers' Federation, and is a lady whose ability and pleasing personality have gained her friends everywhere.



MISS EDMONA BLIZZARD

This lady is imbued with an earnest nature, has had thorough preliminary training, and, with close application to the discharge of her duties, has achieved a distinct success as a disciple of the Art pedagogical. She has made an intent study of child-life, of the youthful budding brain, how to nurture, culture and develop it along the most correct lines, and is well qualified to "teach the young idea to shoot."

MISS BLIZZARD is a native of Frazeyburg, Ohio, where she was born on the farm of her parents, Howard Edgar and Amelia C. Blizzard, who are most reputably known in the community. She attended the Frazeyburg school for seven years, graduating from the

latter in 1896-7, and in the spring of the following year was granted a first teachers' certificate. Soon after she was assigned to the Frazeyburg school, being given charge of the seventh and eighth grades, and under her able management, these departments have been developed to a most commendable state of efficiency and usefulness.

Miss Blizzard is a member of the Ohio Teachers' Reading Circle. Her work is painstaking, thorough and effective. To keep down that which is destructive, to awaken that which is noblest and truest, and to fill the minds of the young with useful knowledge is the end and aim of her ambition.



MISS ETHEL V. ROPP

There is no institution in the world that has so early and so strongly recognized the equality of woman with man as the public school. From the beginning, when she was employed for the reason that it was conceded that the public school was merely an appendage to the home, and woman's training there had especially fitted her to teach in the schools, this institution has been woman's friend and aid in her broadening sphere of action, for, as a teacher, woman's ability to control children was not only recognized, but her intelligence and scholarship also. And it must be remembered that these early school boards were composed exclusively of men. Since her initiation into public life as a school teacher she has surged away ahead of man, and the approximate number of public teachers to-day is 330,000 women and 120,000 men. This average holds good in Ohio as elsewhere, and every year is increasing more rapidly in favor of women teachers.

Among the lady teachers of Fairfield

county who are meeting with marked success is Miss Ethel Ropp, in charge of the primary department of the school at Amanda, Ohio. Miss Ropp was born in Berkeley county, West Virginia, where her parents, Jacob L. and Eliza Ropp conducted a farm until their removal to Fairfield county, Ohio, where they are also engaged in farming. Miss Ropp's primary education was secured in four years' attendance upon the schools of Berkeley county, followed by six years study in the rural schools of Fairfield county, and then a course of four years at the Lithopolis High School, from which she graduated in 1904. In September of the latter year Miss Ropp was given charge of the primary department of the school at Amanda, and is meeting with excellent success in her chosen field of labor.

Miss Ropp holds membership in the Fairfield County Teachers' Institute, is an attendant of the Fairfield County Teachers' Institute, and is most favorably known in educational and social circles.

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